

# **For Reference**

---

**NOT TO BE TAKEN FROM THIS ROOM**

Ex LIBRIS  
UNIVERSITATIS  
ALBERTAENSIS





















THE UNIVERSITY OF ALBERTA

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

EXPECTATIONS OF PRINCIPALS, SUPERINTENDENTS, AND  
TEACHER SUB-GROUPS FOR THE ROLE OF THE  
ELEMENTARY-JUNIOR HIGH PRINCIPAL

BY



ROBERT J. TOEWS

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1970





Thesis  
1954

UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Expectations of Principals, Superintendents, and Teacher Sub-groups for the Role of the Elementary-Junior High Principal" submitted by Robert J. Toews in partial fulfilment of the requirements for the degree of Master of Education.



## ABSTRACT

This study was designed to investigate the expectations held for the role of the elementary-junior high school principal by superintendents, principals, and teachers, and how teacher sub-groups, classified on the basis of eight demographic characteristics, differed in their expectations.

The principals in thirty-six elementary-junior high schools in Alberta were used as focal positions, and two hundred seventy-eight teachers and twenty superintendents as well as the principals were used as counter positions.

This study investigated expectations for the role of the principal first on the inter-group basis and then on the intra-group basis between and among teacher sub-groups which were determined on the basis of sex, marital status, age, religion, teaching experience, teacher training, recency of training, and grade taught.

The Kolmogorov-Smirnov Two Sample Test of Significance was used to test the agreement between the two independent sets of distributions because it concerns itself with the greatest difference in the cumulative distribution at any one point on the rating scale.

The fifty-four items on the questionnaire were grouped into the categories of principals' attributes and principal's behavior. The principal's behavior was considered under school-management behavior, staff-relations behavior, and





community and professional behavior.

The three position groups tended to differ in their expectations on items relating to the principal's school-management behavior, staff-relationships behavior, community and professional behavior and to a much lesser extent on the principal's attributes.

Items related to the principal's attributes and community and professional behavior did not identify differences in teacher sub-groups to any extent except the age sub-groups which differed on several items related to the principal's attributes.

Sub-groups based on religion and marital status did not differ on any of the expectations items.

Teacher sub-groups based on sex, age, teaching experience, years of teacher training, recency of teacher training and grade taught differed on items related to the principals school-management behavior while only sex, age, and teaching experience sub-groups were found to differ on items related to the principals' staff-relationship behavior.

The over-all impression of this study was that the elementary-junior high principal should give serious consideration to differences found between position groups and to teacher sub-groups based on age and teaching experience.





## ACKNOWLEDGEMENTS

The writer wishes to express sincere gratitude to his thesis advisor, Dr. D. Friesen, for his constructive criticism, guidance, and encouragement throughout this study. Sincere thanks are also extended to Dr. G.L. Mowat and Dr. Naomi Hersom for serving on the thesis committee and for their constructive criticisms during the final stages of this study.

Special thanks are also extended to other faculty members and to fellow students, particularly Mr. Rino Bosetti, who advised and assisted during the study; and to the teachers, principals and superintendents who co-operated by completing questionnaires and supplying data for the study.



## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM . . . . .	1
Statement of the Problem. . . . .	2
The Problem . . . . .	2
Sub-Problems . . . . .	2
Significance of the Problem . . . . .	3
Morale. . . . .	3
Enthusiasm. . . . .	3
Satisfaction . . . . .	4
Role Conflict . . . . .	5
Delimitation of the Problem . . . . .	6
Definition of Terms . . . . .	7
Summary . . . . .	9
II. RELATED THEORY AND RESEARCH . . . . .	11
Role Theory . . . . .	11
Position . . . . .	15
Expectations . . . . .	15
Role Conflict . . . . .	26
Related Research. . . . .	29
Summary . . . . .	38
III. STATEMENT OF HYPOTHESES . . . . .	39
Education Position Groups . . . . .	39
Statement of Problem I. . . . .	39
Null Hypothesis I . . . . .	40



CHAPTER	PAGE
Teacher Sub-Groups . . . . .	41
Statement of Problem II. . . . .	41
Null Hypothesis II . . . . .	43
IV. RESEARCH INSTRUMENTS AND DESIGN. . . . .	47
Research Instruments . . . . .	47
Background Information . . . . .	47
Expectations Questionnaire . . . . .	48
Response Categories. . . . .	51
Collection of Data . . . . .	53
The Sample . . . . .	53
The Response . . . . .	54
Characteristics of Respondents . . . . .	54
Principals . . . . .	57
Superintendents . . . . .	58
Teachers . . . . .	58
Summary . . . . .	58
V. STATISTICAL TREATMENT OF THE DATA . . . . .	60
The Determination of Teacher Sub-Groups	60
Kolmogorov-Smirnov Two-Sample Test . . . . .	64
Summary . . . . .	67
VI. TESTS OF HYPOTHESES RELATIVE TO THE	
PRINCIPAL'S ATTRIBUTES . . . . .	68
Findings Relative to the Response of	
Position Groups. . . . .	69
Significant Items . . . . .	69





CHAPTER	PAGE
Statement Regarding Hypotheses . . .	69
Findings Relative to the Response of	
Teacher Sub-Groups . . . . .	71
Significant Items . . . . .	71
Sex. . . . .	71
Marital Status . . . . .	71
Age. . . . .	71
Religion . . . . .	75
Experience . . . . .	75
Training . . . . .	76
Recency. . . . .	77
Grade Level. . . . .	77
Statement Regarding Hypotheses . . .	77
Sex. . . . .	77
Marital Status . . . . .	78
Age. . . . .	79
Religion . . . . .	80
Experience . . . . .	81
Training . . . . .	84
Recency of Training. . . . .	86
Grade Taught . . . . .	86
Summary. . . . .	87
VII. TESTS OF HYPOTHESES RELATIVE TO THE	
PRINCIPAL'S SCHOOL MANAGEMENT BEHAVIOR .	88



## CHAPTER

## PAGE

## Findings Relative to the Response of

Position Groups . . . . .	90
Significant Items. . . . .	90
Statement Regarding Hypotheses . . . . .	94
Item 12. . . . .	96
Item 14. . . . .	96
Item 26. . . . .	96
Item 27. . . . .	97
Item 29. . . . .	97
Item 30. . . . .	97

## Findings Relative to the Response of

Teacher Sub-Groups . . . . .	98
Significant Items. . . . .	98
Sex. . . . .	98
Marital Status . . . . .	100
Age. . . . .	102
Religion . . . . .	104
Experience . . . . .	104
Teacher Training . . . . .	106
Recency of Teacher Training. . . . .	113
Grade Taught. . . . .	118
Statement Regarding Hypotheses . . . . .	120
Sex. . . . .	120
Marital Status . . . . .	120
Age. . . . .	120



CHAPTER	PAGE
Religion . . . . .	123
Experience . . . . .	123
Training . . . . .	126
Recency of Training. . . . .	128
Grade Taught . . . . .	129
Summary. . . . .	130
VIII. STAFF RELATIONSHIPS EXPECTATIONS FOR THE	
PRINCIPAL . . . . .	134
Findings Relative to the Response of	
Position Groups . . . . .	135
Significant Items. . . . .	135
Statement Regarding Hypotheses . . . . .	139
Findings Relative to the Response of	
Teacher Sub-Groups . . . . .	140
Significant Items. . . . .	140
Sex. . . . .	140
Marital Status . . . . .	141
Age. . . . .	143
Religion . . . . .	146
Experience . . . . .	146
Teacher Training . . . . .	150
Recency of Teacher Training. . . . .	152
Grade Taught . . . . .	152
Statement Regarding Hypotheses . . . . .	152
Sex. . . . .	152





CHAPTER	PAGE
Marital Status . . . . .	153
Age. . . . .	153
Religion . . . . .	154
Experience . . . . .	155
Training . . . . .	158
Recency of Training. . . . .	159
Grade Taught . . . . .	159
Summary. . . . .	160
IX. COMMUNITY AND PROFESSIONAL EXPECTATIONS	
FOR THE PRINCIPAL . . . . .	163
Findings Relative to the Response of	
Position Groups . . . . .	164
Significant Items. . . . .	164
Statement Regarding Hypotheses . . . . .	169
Findings Relative to the Response of	
Teacher Sub-Groups . . . . .	171
Significant Items. . . . .	171
Sex. . . . .	172
Marital Status . . . . .	172
Age. . . . .	174
Religion . . . . .	176
Experience . . . . .	176
Teacher Training . . . . .	179
Recency of Teacher Training. . . . .	179
Grade Taught . . . . .	181



CHAPTER	PAGE
Statement Regarding Hypotheses. . . . .	183
Sex . . . . .	183
Marital Status . . . . .	185
Age . . . . .	185
Religion. . . . .	186
Experience . . . . .	186
Training. . . . .	188
Recency of Training . . . . .	189
Grade Taught. . . . .	190
Summary . . . . .	191
X. SUMMARY AND CONCLUSIONS . . . . .	194
Position Groups . . . . .	194
Attributes. . . . .	194
School Management Behavior. . . . .	194
Staff Relationships Behavior . . . . .	196
Community and Professional Behavior . . . . .	196
Teacher Sub-Groups . . . . .	198
Attributes. . . . .	198
School Management Behavior. . . . .	199
Staff Relationships Behavior . . . . .	203
Community and Professional Behavior . . . . .	205
Implications. . . . .	206
BIBLIOGRAPHY . . . . .	208
APPENDIX A: Background Information Sheets for Principals, Superintendents, and Teachers; and the Expectations Questionnaire Used by all Respondents	214



CHAPTER	PAGE
APPENDIX B: Tables Used in the Statistical Treatment of Data . . . . .	226
APPENDIX C: Statistical Treatment of Data for Comparison of Responses Given by Principals, Superintendents, and Teachers, to Attribute Expectation Items . . . . .	230
APPENDIX D: Statistical Treatment of Data for Comparison of Responses Given by Teacher Sub-Groups to Attribute Expectation Items . . . . .	232
APPENDIX E: Statistical Treatment of Data for Comparisons of Responses Given by Principals, Superintendents and Teachers to School Management Expectations Items . . . . .	242
APPENDIX F: Statistical Treatment of Data for Comparison of Responses Given by Teacher Sub-Groups to School Management Expectations Items . . . . .	245
APPENDIX G: Statistical Treatment of Data for Comparison of Responses Given by Principals, Superintendents, and Teachers to Staff Relationships Expectations Items . . . . .	263





CHAPTER	PAGE
APPENDIX H: Statistical Treatment of Data for Comparison of Responses Given by Teacher Sub-Groups to Staff Relationships Expectations Items . . .	265
APPENDIX I: Statistical Treatment of Data for Comparison of Responses Given by Principals, Superintendents and Teachers to Community and Professional Expectations Items . . .	275
APPENDIX J: Statistical Treatment of Data for Comparison of Responses Given by Teacher Sub-Groups to Community and Professional Expectations Items . . .	278



## LIST OF TABLES

TABLE	PAGE
I. Number of Questionnaires Distributed and Returned . . . . .	54
II. Selected Personal Characteristics of Respondents. . . . .	55
III. Totals in Teacher Sub-Groups Classified as Data Collected and Data Used in Analysis	61
IV. Summary of the Comparisons Made Using the Kolmogorov-Smirnov Two-Sample Test of Significance . . . . .	227
V. Table of Critical Values of D in the Kolmogorov-Smirnov Two-Sample Test . . . . .	228
VI. Level of Significance Required When Employ- ing the Kolmogorov-Smirnov Test of Significance for Comparisons One to Twenty-two . . . . .	229
VII. Comparison of Responses Given by Principals, Superintendents, and Teachers to Attribute Expectation Items . . . . .	231
VIII. Comparison of Responses Given by Male and Female Teachers to Attribute Expectations Items . . . . .	233
IX. Comparison of Responses Given by Single and Married Teachers to Attribute Expectations Items . . . . .	234



TABLE	PAGE
X. Comparison of Responses Given by Teachers in Three Age Groups to Attribute Expectations Items . . . . .	235
XI. Comparison of Responses Given by Roman Catholic and Protestant Teachers to Attribute Expectations Items . . . . .	236
XII. Comparison of Responses Given by Teachers in Four Experience Groups to Attribute Expectations Items . . . . .	237
XIII. Comparison of Responses Given by Teachers at Three Levels of Teacher Training to Attribute Expectations Items . . . . .	239
XIV. Comparison of Responses Given by Teachers with Teacher Training Before 1960 and Teachers with Training After 1960 to Attribute Expectations Items . . . . .	240
XV. Comparison of Responses Given by Teachers at Three Grade Levels to Attribute Expectations Items . . . . .	241
XVI. Comparison of Responses Given by Principals, Superintendents and Teachers to School Management Expectations Items. . . . .	243
XVII. Comparison of Responses Given by Male and Female Teachers to School Management Expectations Items . . . . .	246





TABLE	PAGE
XVIII. Comparison of Responses Given by Married and Single Teachers to School Management Expectations Items . . . . .	248
XIX. Comparison of Responses Given by Teachers in Three Age Groups to School Management Expectations Items . . . . .	250
XX. Comparison of Responses Given by Roman Catholic and Protestant Teachers to School Management Expectations Items. . . . .	252
XXI. Comparison of Responses Given by Teachers in Four Experience Groups to School Management Expectations Items . . . . .	254
XXII. Comparison of Responses Given by Teachers at Three Levels of Teacher Training to School Management Expectation Items . . . . .	257
XXIII. Comparison of Responses Given by Teachers with Teacher Training Before 1960 and Teachers with Training After 1960 to School Management Expectations Items. . . . .	259
XXIV. Comparison of Responses Given by Teachers at Three Grade Levels to School Management Expectations Items. . . . .	261
XXV. Comparison of Responses Given by Principals, Superintendents, and Teachers to Staff Relationships Expectations Items . . . . .	264



TABLE	PAGE
XXVI. Comparison of the Responses Given by Male and Female Teachers to Staff Relationships Expectations Items . . . . .	266
XXVII. Comparison of Responses Given by Married and Single Teachers to Staff Relationships Expectations Items . . . . .	267
XXVIII. Comparison of Responses Given by Teachers in Three Age Groups to Staff Relationships Expectations Items . . . . .	268
XXIX. Comparison of Responses Given by Roman Catholic and Protestant Teachers to Staff Relationships Expectations Items . . . . .	269
XXX. Comparison of Responses Given by Teachers in Four Experience Groups to Staff Relationships Expectations Items . . . . .	270
XXXI. Comparison of Responses Given by Teachers at Three Levels of Teacher Training to Staff Relationships Expectations Items . . . . .	272
XXXII. Comparison of Responses Given by Teachers with Teacher Training Before 1960 and Teachers with Training After 1960 to Staff Relationships Expectations Items . . . . .	273
XXXIII. Comparison of Responses Given by Teachers at Three Grade Levels to Staff Relations Expectations Items . . . . .	274



TABLE	PAGE
XXXIV. Comparison of Responses Given by Principals, Superintendents, and Teachers, to Community and Professional Expectations Items . . .	276
XXXV. Comparison of the Responses Given by Male and Female Teachers to Community and Professional Expectations Items . . .	279
XXXVI. Comparison of Responses Given by Single and Married Teachers to Community and Professional Expectations Items . . .	280
XXXVII. Comparison of Responses Given by Teachers in Three Age Groups to Community and Professional Expectations Items . . .	281
XXXVIII. Comparison of Responses Given by Roman Catholic and Protestant Teachers to Community and Professional Expectations Items. . . . .	283
XXXIX. Comparison of Responses Given by Teachers in Four Experience Groups to Community and Professional Expectations Items . . .	284
XL. Comparison of Responses Given by Teachers at Three Levels of Teacher Training to Community and Professional Expectations Items. . . . .	287





TABLE	PAGE
XLI. Comparison of Responses Given by Teachers with Teacher Training Before 1960 and Teachers with Training After 1960 to Community and Professional Expectations Items . . . . .	289
XLII. Comparison of Responses Given by Teachers at Three Grade Levels to Community and Professional Expectations Items . . . . .	290



## LIST OF FIGURES

FIGURE	PAGE
1. A Dyad Model . . . . .	18
2. A Position - Centric Model . . . . .	19
3. A System Model . . . . .	20
4. A School System Model . . . . .	21
5. A Modified Dyad Model . . . . .	22
6. Paradigm Showing Various Aspects of Role Behavior and Role Conflict . . . . .	25
7. The Distribution of Principals', Superin- tendents', and Teachers' Responses for Item 9 . . . . .	70
8. The Distribution of Responses by Teachers in Two Age Groups for Item 1 . . . . .	72
9. The Distribution of Responses by Teachers in Three Age Groups for Item 3 . . . . .	72
10. The Distribution of Responses by Teachers in Two Age Groups for Item 6 . . . . .	73
11. The Distribution of Responses by Teachers in Two Experience Groups for Item 3 . . . . .	76
12. The Distribution of Responses by Teachers at Three Levels of Teacher Training for Item 9 . . . . .	78
13. The Distribution of Principals', Superin- tendents', and Teachers' Responses for Item 12 . . . . .	92



FIGURE	PAGE
14. The Distribution of Superintendents' and Teachers' Responses for Item 14 . . .	92
15. The Distribution of Principals', Superintendents', and Teachers' Responses for Item 26 . . . . .	93
16. The Distribution of Principals' and Teachers' Responses for Item 27 . . . . .	93
17. The Distribution of Principals' and Teachers' Responses for Item 29 . . . . .	95
18. The Distribution of Principals', Superintendents', and Teachers' Responses for Item 30 . . . . .	95
19. The Distribution of Male and Female Teachers' Responses for Item 17 . . . . .	99
20. The Distribution of Male and Female Teachers' Responses for Item 18 . . . . .	99
21. The Distribution of Male and Female Teachers' Responses for Item 20 . . . . .	101
22. The Distribution of Male and Female Teachers' Responses for Item 27 . . . . .	101
23. The Distribution of Responses by Teachers in Three Age Groups for Item 18 . . .	103
24. The Distribution of Responses by Teachers in Two Age Groups for Item 24 . . .	103



FIGURE	PAGE
25. The Distribution of Responses by Teachers in Two Age Groups for Item 25 . . . .	105
26. The Distribution of Responses by Teachers in Three Experience Groups for Item 18.	107
27. The Distribution of Responses by Teachers in Three Experience Groups for Item 25.	107
28. The Distribution of Responses by Teachers at Two Levels of Teacher Training for Item 18 . . . . .	109
29. The Distribution of Responses by Teachers at Two Levels of Teacher Training for Item 23 . . . . .	109
30. The Distribution of Responses by Teachers at Two Levels of Teacher Training for Item 24 . . . . .	110
31. The Distribution of Responses by Teachers at Two Levels of Teacher Training for Item 27 . . . . .	110
32. The Distribution of Responses by Teachers at Two Levels of Teacher Training for Item 30 . . . . .	112
33. The Distribution of Responses by Teachers with Recent and Non-recent Training for Item 11 . . . . .	114





FIGURE	PAGE
34. The Distribution of Responses by Teachers with Recent and Non-recent Training for Item 18 . . . . .	114
35. The Distribution of Responses by Teachers with Recent and Non-recent Training for Item 20 . . . . .	116
36. The Distribution of Responses by Teachers with Recent and Non-recent Training for Item 23 . . . . .	116
37. The Distribution of Responses by Teachers with Recent and Non-recent Training for Item 27 . . . . .	117
38. The Distribution of Responses by Teachers with Recent and Non-recent Training for Item 30 . . . . .	117
39. The Distribution of Responses by Teachers at Two Grade Levels for Item 20 . . . . .	119
40. The Distribution of Responses by Teachers at Three Grade Levels for Item 27. . . . .	119
41. The Distribution of Responses by Teachers at Three Grade Levels for Item 30. . . . .	121
42. The Distribution of Superintendents' and Teachers' Responses for Item 32 . . . . .	137
43. The Distribution of Principals' and Teachers' Responses for Item 33. . . . .	137



FIGURE	PAGE
44. The Distribution of Principals', Superintendents', and Teachers' Responses for Item 38 . . . . .	138
45. The Distribution of Male and Female Teachers' Responses for Item 32 . . . . .	142
46. The Distribution of Male and Female Teachers' Responses for Item 34 . . . . .	142
47. The Distribution of Responses by Teachers in Two Age Groups for Item 34. . . . .	144
48. The Distribution of Responses by Teachers in Two Age Groups for Item 39. . . . .	144
49. The Distribution of Responses by Teachers in Three Age Groups for Item 40. . . . .	145
50. The Distribution of Responses by Teachers in Four Experience Groups for Item 35. . . . .	148
51. The Distribution of Responses by Teachers in Three Experience Groups for Item 39. . . . .	148
52. The Distribution of Responses by Teachers in Two Experience Groups for Item 40 . . . . .	149
53. The Distribution of Responses by Teachers in Two Experience Groups for Item 41 . . . . .	151
54. The Distribution of Principals', Superintendents', and Teachers' Responses for Item 44 . . . . .	166



FIGURE	PAGE
55. The Distribution of Principals', Superintendents', and Teachers' Responses for Item 45 . . . . .	166
56. The Distribution of Principals', Superintendents', and Teachers' Responses for Item 46 . . . . .	168
57. The Distribution of Principals', Superintendents', and Teachers' Responses for Item 49 . . . . .	168
58. The Distribution of Principals', Superintendents', and Teachers' Responses for Item 50 . . . . .	170
59. The Distribution of Superintendents' and Teachers' Responses for Item 53 . . . . .	170
60. The Distribution of Single and Married Teachers' Responses for Item 53 . . . . .	173
61. The Distribution of Responses by Teachers in Two Age Groups for Item 42 . . . . .	175
62. The Distribution of Responses by Teachers in Two Age Groups for Item 53 . . . . .	175
63. The Distribution of Responses by Teachers in Three Experience Groups for Item 42. . . . .	177
64. The Distribution of Responses by Teachers in Four Experience Groups for Item 53 . . . . .	177



FIGURE	PAGE
65. The Distribution of Responses by Teachers at Two Levels of Teacher Training for Item 53 . . . . .	180
66. The Distribution of Responses by Teachers with Recent and Non-recent Training for Item 53 . . . . .	182
67. The Distribution of Responses by Teachers at Two Grade Levels for Item 48 . . . .	184
68. The Distribution of Responses by Teachers at Two Grade Levels for Item 49 . . . .	184





## CHAPTER I

### THE PROBLEM

The expectations of principals, superintendents and teachers may be considered important factors in defining the role of the principal. A comparison of some of the expectations held by these groups along with an investigation of teacher sub-group expectations should provide further insight in this connection. It seems probable that information obtained from such an investigation may be useful in clarifying the role of the principal and in increasing his effectiveness. Chase comments that:

... principals often find themselves in situations where different groups have conflicting expectations with regard to the function they should perform and ways in which they should operate.<sup>1</sup>

Thus the school board may conceive the principal's role as that of classroom inspector in terms of efficiency of management while teachers may look to the principal to advance their interests. Chase adds that unless such conflicts can be resolved, leadership operates under a heavy handicap. One of the primary concerns of principals should be to bring about harmony between expectations and performance.<sup>2</sup>

---

<sup>1</sup>Francis S. Chase, "How to Meet Teacher's Expectations of Leadership," Administrator's Notebook, 1:1, April, 1953.

<sup>2</sup>Ibid.



## I. STATEMENT OF THE PROBLEM

The principal cannot minimize the importance of role expectations if he is to be successful in the administration of a school.. In addition to discovering what expectations actually exist, the principal is interested in determining whether individuals in related roles agree or disagree on expectations for his attributes and behavior.

### The Problem

This study was designed to investigate the expectations held for the role of the elementary-junior high school principal by principals, superintendents, and teachers; and how teacher sub-groups, classified on the basis of eight demographic characteristics, differed in their expectations.

### Sub-problems

The two sub-problems were identified on the basis of position groups and teacher sub-groups.

- (1) Do educational position groups -- principals, superintendents, and teachers -- differ in the role expectations which they hold for the elementary-junior high principal?
- (2) Do the teacher sub-groups, classified on the basis of demographic characteristics, differ in the role expectations which they hold for



the elementary-junior high principal?

The following eight demographic characteristics were examined: sex, marital status, age, religion, teaching experience, teacher training, recency of training, and grade taught.

## II. SIGNIFICANCE OF THE PROBLEM

To understand teachers' expectations is not an end in itself but rather the means of promoting teacher morale, enthusiasm, and satisfaction. The principal may agree that these group characteristics are important, but by knowing something of the nature of teacher expectations, he is in a better position to lead the group effectively.

### Morale

Morale is related to teachers' expectations.

When teachers' expectations are fulfilled with regard to the leadership of administrators and supervisors, their morale soars; when their expectations are disappointed, morale takes a nose dive.<sup>3</sup>

### Enthusiasm

Closely related to morale is teacher enthusiasm which is also a function of teachers' expectations. After completing a study directly related to this topic, Chase

---

<sup>3</sup>Francis S. Chase, "Professional Leadership and Teacher Morale," Administrator's Notebook, 1:1, March, 1953.



concluded that when teachers' expectations with regard to the leadership of the principal are met in a high degree, there are roughly seventy chances in a hundred that they will be enthusiastic about teaching in the school and less than one chance in a hundred of active dissatisfaction.

We may add that when teachers' expectations of leadership are poorly met, the chances for enthusiasm are reduced to as low as ten in a hundred, and the chances for serious dissatisfaction rise correspondingly.<sup>4</sup>

### Satisfaction

Moyer's term "satisfaction" is very nearly synonymous with Chase's "morale" and "enthusiasm." His study was based on the theory that followers' attitudes and expectations in a leadership situation are of crucial importance in determining the success of the activity and, in turn, in measuring the individual and group satisfaction derived by those people interacting in the situation. Moyer suggests that teachers develop a particular expectancy as to how the principal should feel and act toward them. He also found that groups show a high level of satisfaction when there is a high amount of agreement or homogeneity as to the kind of leadership with which the members desire to work.<sup>5</sup>

---

<sup>4</sup>Ibid., p. 2.

<sup>5</sup>Donald C. Moyer, "Leadership That Teachers Want," Administrator's Notebook, 3:1, March, 1955.





## Role Conflict

A contrasting view of the concepts presented above may be expressed in terms of role conflicts which are avoided only as expectations are met. The principal's role of leadership is composed of the demands of the situation, his own concept of the principal's role, and the expectations of the superintendent and teachers with regard to his role. Chase states that:

... when the expectations of the group are appropriate to the situation and coincide with the leader's own concept of his role, the opportunities for effective leadership are good. When such harmony does not exist, satisfactory performance of the leadership role is difficult, if not impossible.<sup>6</sup>

A summary of the evidence presented by Chase,<sup>7</sup> Yarborough,<sup>8</sup> Becker,<sup>9</sup> and Scully<sup>10</sup> emphasize the importance of studies investigating expectations.

---

<sup>6</sup>Chase, "How to Meet Teachers' Expectations of Leadership," loc. cit.

<sup>7</sup>Chase, "Professional Leadership and Teacher Morale," loc. cit.

<sup>8</sup>Joseph W. Yarborough, "Morale is a Number of Things," Illinois Education, 37:130-131, December, 1949, cited by Chase, "How to Meet Teachers' Expectations of Leadership," loc. cit.

<sup>9</sup>H.S. Becker, "Role and Career Problems of the Chicago Public School Teacher" (unpublished Doctoral dissertation, The University of Chicago, Chicago, 1951), cited by Chase, loc. cit.

<sup>10</sup>Emily M. Scully, "Personnel Administration in Public Education: A Study in Human Relationships" (unpublished Doctoral dissertation, The University of Wisconsin, 1945), cited by Chase, loc. cit.



- (1) There is an exceedingly close relationship between teachers' evaluation of the leadership given by administrative and supervisory officers and the extent of their satisfaction in working in a given school or school system.
- (2) Teachers' evaluations of leadership are determined largely by the degree to which leaders conform to expected roles.
- (3) Teachers' expectations with respect to the role of leaders arise from their own needs, their basic concepts of the respective roles of teachers, administrators, and supervisors, and their response to leadership past and present.
- (4) Professional leaders need to understand the expectations of teachers in order to bring about effective group action.

Equipped with the knowledge of a group's expectations, the principal could increase the group's effectiveness by seeking to unify and harmonize the prevailing differences among them, and at the same time, attempt to bring his own leadership behavior into a compatible relationship with his group.

### III. DELIMITATION OF THE PROBLEM

- (1) This investigation was confined to certain selected areas of expectations for the elementary-junior high principal. These areas included attribute expectations, school management expectations, staff relationship expectations, and community and professional expectations.



- (2) Only teachers and principals of schools with elementary or junior high school grades were included as respondents.
- (3) The sample for this study was drawn from the population of principals, superintendents, and teachers of divisional and county school systems which have a provincially-employed superintendent.
- (4) The demographic characteristics were restricted to include sex, marital status, age, religion, teaching experience, teacher training, recency of training, and grades taught.
- (5) Role theory differentiates between relational and situational specifications. This study was restricted to the relationship specifications.

#### IV. . DEFINITION OF TERMS

(1) Principal. This term was used with reference to the officially designated administrative head of a school.

(2) Position. A position was generally seen as a place or location in a social system. It implies a "collection of rights or duties."<sup>11</sup> It may be the office a person holds, the social class, or occupation.

---

<sup>11</sup>Ralph Linton, The Study of Man (New York: Appleton-Century Company, 1936), p. 113.



(3) Role. This was defined as a pattern of activity of what a person had to do in order to validate his eligibility for the position he holds.<sup>12</sup> Linton defined the term as a collection of rights and duties representing the dynamic aspect of a status occupied by an individual in society.<sup>13</sup>

(4) Role Expectations. Gross defined role expectations as a set of evaluative standards applied to an incumbent of a particular position.<sup>14</sup>

(5) Role Conflict. This term was used to refer to the exposure of the individual in a given position to incompatible behavior expectations which cannot be fulfilled realistically.<sup>15</sup>

(6) Reference Group. This referred to a group of relevant individuals occupying the same position in the formal structure, held to be especially significant by a role incumbent or actor, and capable of imposing sanctions.

(7) Attribute Expectations. This term was used

<sup>12</sup>William Clark Trow, "Role Functions of the Teacher in the Instructional Group," The Dynamics of Instructional Groups, Fifty-ninth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1960), p. 33.

<sup>13</sup>Linton, loc. cit.

<sup>14</sup>Neal Gross, Ward S. Mason, and A.W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), p. 59.

<sup>15</sup>Melvin Seeman, Social Status and Leadership, (Columbus, Ohio: The Ohio State University, 1960), p. 39.





with reference to characteristics, qualities, or background expected of persons filling the position of principal.

(8) School Management Expectations. This referred to behavior expected of the principal in terms of his general organizational performance and modus operandi involving students.

(9) Staff Relationship Expectations. This term was used to refer to behavior expected of the principal in terms of his assisting and working with teachers.

(10) Professional and Community Expectations. This referred to behavior expected of the principal in terms of his contacts with parents, and with professional and community organizations.

## V. SUMMARY

This chapter raised two specific problems. Do principals' reference groups such as teachers and superintendents differ in their expectations for the role of the principal; and, do teacher sub-groups, classified on the basis of demographic characteristics, differ in their expectations for this role?

Justification for studying this problem was found in the literature which emphasized the relationship between teachers' expectations and teachers' morale, enthusiasm, satisfaction, and role conflict.

It was concluded that a study of expectations would



enable the principal to be more effective in the administration of the school..



## CHAPTER II

### RELATED THEORY AND RESEARCH

#### I. ROLE THEORY

Many definitions of the term role have been presented in the literature of the social sciences and a number of studies have been undertaken in an attempt to clarify the relationship of individuals and groups to multiple social systems. While various concepts represent different disciplines, the majority of the literature bearing on the topic has been produced by writers representing social psychology and anthropology. In spite of some fundamental differences in their formulations, the authors are concerned with the same phenomena. Three basic ideas which appear in most of the conceptualizations considered, if not in the definitions of role themselves, are that individuals: (1) in social locations (2) behave (3) with reference to expectations.<sup>1</sup> Most authors have used the role concept to embrace the normative aspect of social behavior. They postulate that people do not behave in a random manner but that their behavior is influenced, among other things, by their own expectations and those of others in the group

---

<sup>1</sup>Neal Gross, Ward S. Mason, and A.W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), p. 17.



or society in which they are participants. Authors are not in complete agreement regarding the derivation of expectations but regardless of the derivation, "expectations are presumed by most role theorists to be an essential ingredient in any formula for predicting social behavior. Human conduct is in part a function of expectations."<sup>2</sup> Because some expectations apply to certain individuals and not to others, it is necessary to specify an individual's location in social relationship systems, or his "relational identities," in order to determine what expectations are held for him. An additional component involved in some role conceptualizations is that expectations are assigned to individuals on the basis of their locations or positions in social systems.

Social psychologists have recognized that the fields of cultural anthropology and sociology have contributions to make to a study of an individual's values, attitudes, and behavior. Linton, whose writings on "roles" and "role expectations" reflect the anthropologist's interest in culture, formulated a number of concepts and introduced terms pertaining to culture which have become basic in present-day role theory.

This construct of culture has had an impact on the sciences concerned with social man, and consequently on the

---

<sup>2</sup>Ibid., p. 18.





study of interpersonal relationships.. Psychologists have been forced to broaden their frame of reference to include extrapersonal in addition to interpersonal forces in explorations of personality and individual behavior. The concepts of anthropology have been beneficial to the sciences concerned with man, but perhaps the major contribution has been the anthropologist's acceptance of the task of uncovering the covert behavior patterns or "blueprints for behavior" of society.<sup>3</sup>

Linton's formulations have been especially valuable in defining terms. He defines the place in a particular system which a certain individual occupies at a particular time as his status with respect to that system.<sup>4</sup> He defines the term role as representing the sum total of the culture patterns associated with a particular status. He states that a role:

... includes the attitudes, values and behavior ascribed by the society to any and all persons occupying this status. It can even be extended to include the legitimate expectations of such persons with respect to the behavior toward them of persons in other statuses within the same system.... An individual's roles are learned on the basis of his statuses, either current or anticipated. Insofar as it represents overt

---

<sup>3</sup> Ibid., p. 23.

<sup>4</sup> Ralph Linton, The Study of Man (New York: Appleton-Century Company, 1936), p. 113.



behavior, a role is the dynamic aspect of a status; what the individual has to do in order to validate his occupation of the status.<sup>5</sup>

Linton's influence may also be seen in Newcomb, one of the psychologists who has clearly recognized the potential contributions of sociology and anthropology to the analysis of an individual's values, attitudes and behavior. Newcomb uses the term position in place of Linton's status, and points out that positions are always associated with roles. Newcomb clarifies his viewpoint:

The ways of behaving which are expected of any individual who occupies a certain position constitute the role (or, as many writers use the term, social role) associated with the position .... A Position, as Linton's term "status" implies, is something static; it is a place in a structure, recognized by members of the society and accorded by them to one or more individuals. A role, on the other hand, is something dynamic; it refers to behavior of the occupants of a position -- not to all their behavior, as persons, but to what they do as occupants of the position.<sup>6</sup>

Newcomb's formulation clearly differentiates between the concept of prescribed role which designates expected behavior, and role behavior which refers to the actual behavior of a position incumbent. He points out that although individual variations of roles are possible, other persons usually act toward the incumbent as an occupant of

---

<sup>5</sup>Ralph Linton, The Cultural Background of Personality (New York: Appleton-Century Company, 1945), p. 77.

<sup>6</sup>Theodore M. Newcomb, Social Psychology (New York: The Dryden Press, 1950), p. 280.



the particular position and expect him to react accordingly. Consequently he must, for the most part, follow what are the prescribed responses for his position.

### Position

The term position will be used to refer to the location of an actor or class in a system of social relationships.<sup>7</sup> It is difficult to separate the idea of location from the relationships which define it because persons cannot be described without describing their relation to other individuals -- positions imply the relationships and the relationships imply the positions.

Gross et al warn that in any investigation of social relationships the investigator must be explicit in specifying "not only a subject population but also an object population. Similarly, in the analysis of a particular position certain specifications are necessary in order that the objects of analysis will be clear."<sup>8</sup> Two aspects of position specification require attention -- the relational and the situational.

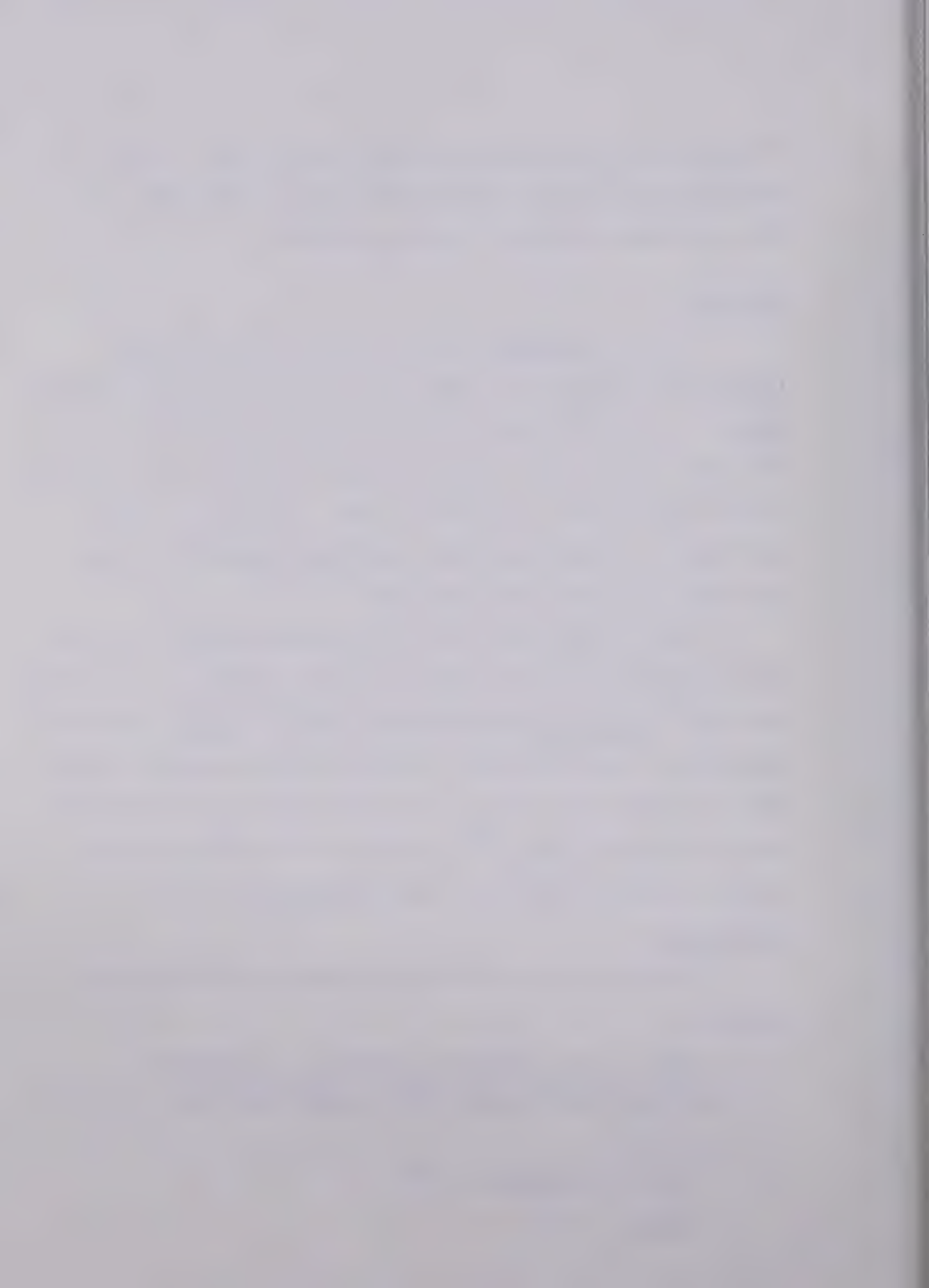
In considering social relationship, Roethlisberger comments:

There is not complete homogeneity of behavior between individuals or between one group of individuals and another, but rather there are

---

<sup>7</sup>Gross, op. cit., p. 48.

<sup>8</sup>Ibid., p. 50.



differences of behavior expressing differences in social relationship. Individuals conscious of their membership in certain groups are reacting in certain accepted ways to other individuals representing another group. Behavior varies according to these stereotyped conceptions of relationships.<sup>9</sup>

Newcomb further emphasizes the interrelationship of positions:

Thus the positions, which are the smallest element -- the construction blocks -- of societies and organized groups are inter-related and consistent because they are organized to common ends. From one point of view then, societies and organized groups are structures of positions which are organized to reach certain goals. Since every position is a part of an inclusive system of positions, no one position has any meaning apart from the other positions to which it is related.<sup>10</sup>

The last sentence in this quotation suggests the nature of the problem which confronted the investigator. If a particular position has no meaning apart from other positions, it is necessary, in focusing on one position, to specify the other positions with which the analysis will be concerned.

Gross et al have developed the concept of inter-relationship even further. They present a theoretical framework in the form of a dyad model for studying the

---

<sup>9</sup>Fritz J. Roethlisberger, "Blueprint Organization and Social Structure," Human Relations in Administration, Robert Dubin, editor (New York: Prentice-Hall, Inc., 1951), pp. 21-22.

<sup>10</sup>Newcomb, op. cit., p. 277.





relationship between a particular ("focal") position, and one other ("counter") position. This is represented in a modified diagram in Figure 1. In this instance, the school principal is in the focal position, and a school teacher is in a counter position.<sup>11</sup>

A more complete specification of the focal position of the principal might include its relationships to teachers and superintendents as well as school board members. Figure 2 illustrates the position-centric model in which the focal position is specified by its relationship to three counter positions.

The position-centric model does not provide for consideration of relationships among counter positions. These relationships are illustrated in Figure 3, the system model.

The present investigation was based on a slight modification of these models. In order to accommodate the first hypothesis, the system model was used with one of the counter positions being occupied by the principal (Figure 4).

The second hypothesis utilized the dyad model (see Figure 1) as far as position was concerned. The counter position, however, was divided into two, three, or four sub-groups with each of these indicating expectations (Figure 5).

---

<sup>11</sup>Gross, op. cit., pp. 51-53.



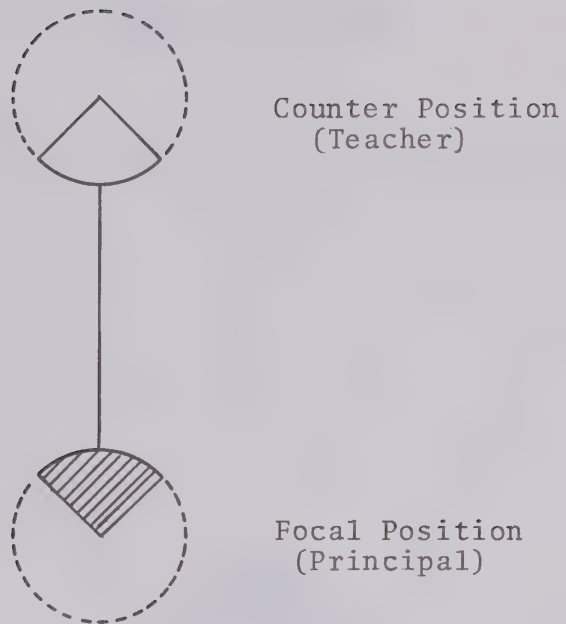


FIGURE 1  
A DYAD MODEL



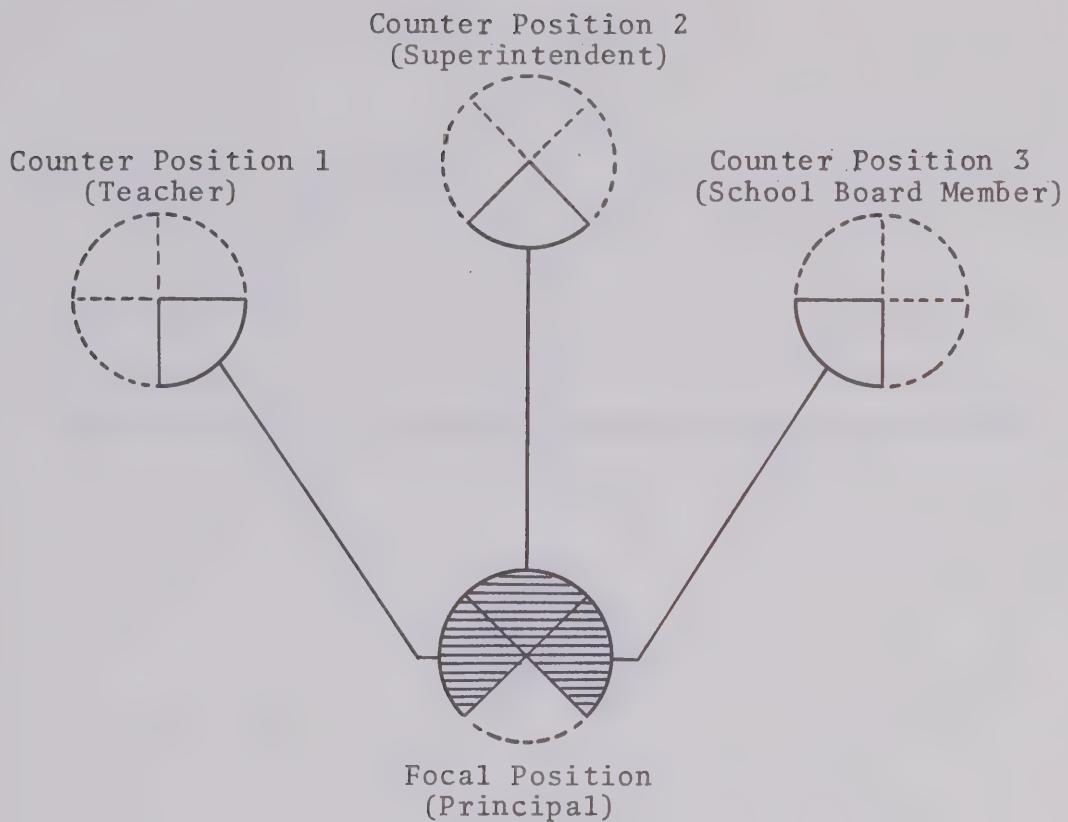


FIGURE 2

A POSITION - CENTRIC MODEL



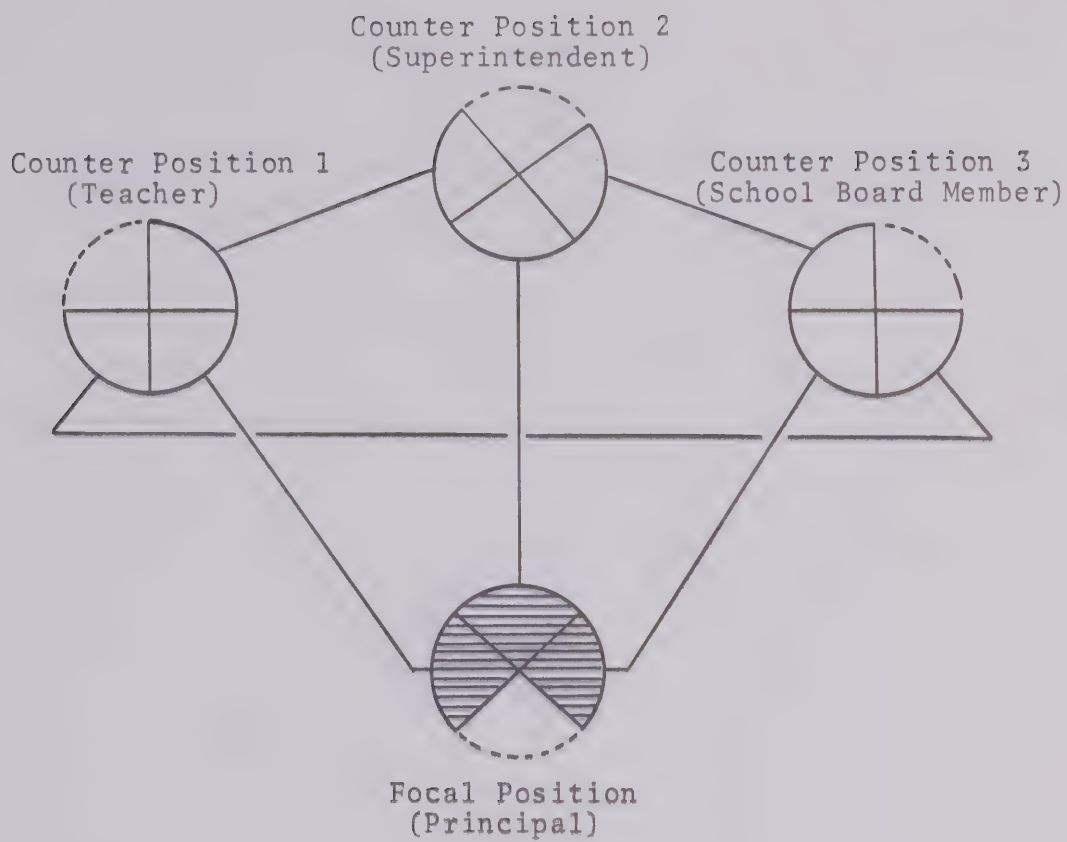


FIGURE 3  
A SYSTEM MODEL





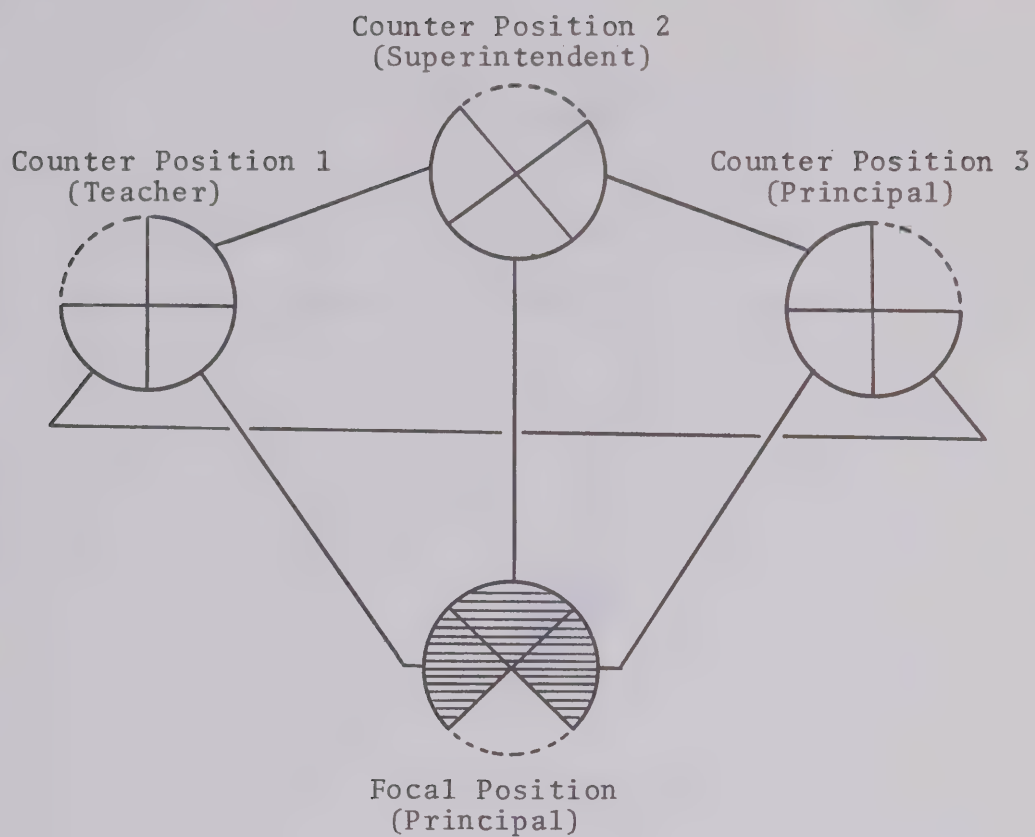


FIGURE 4

A SCHOOL SYSTEM MODEL



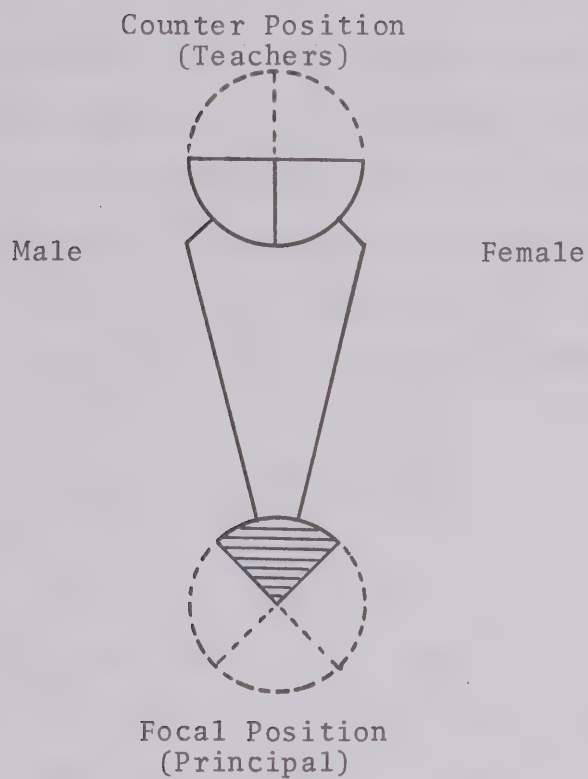


FIGURE 5

A MODIFIED DYAD MODEL



In addition to the relational specification, a second specification concerns the situational context in which the position may be examined. The first type of situational specification is almost geographical in nature. For example, this study of the principalship was centered in the province of Alberta. After a specific community had been chosen, other situational factors could have been considered -- the size of the community, the resources available, and so on.

Two aspects of position are always present, the relational and the situational. It is important to note that the two cross-cut each other. A position with a certain relational specification may be studied in several situational contexts, and a position in a certain situational context may be viewed with several different relational specifications. Emphasis has been placed on the relational aspect because of its importance in the study while the situational aspect was introduced merely to recognize its existence.

### Expectations

Networks of positions can be analyzed with respect to how the incumbents of positions should interact with each other or how they actually do interact with each other. If the analysis is concerned with how the actor should behave, it deals with expectations. An expectation is



defined by Gross et al, as an evaluative standard applied to an incumbent of a position:<sup>12</sup>

In concrete interaction situations the expectations that one actor holds for a specific incumbent of a position are in part a function of his relational and situational specifications of this position. In addition, they may be partly a function of his perception of the other positions the incumbent occupies.<sup>13</sup>

To illustrate, we may consider the case of an actor who may see a person as an incumbent of the position of principal. Another actor may see the same person as an incumbent of the positions of principal and male. Thus different perceptions may result in different expectations. The incumbent's personal characteristics and demographic characteristics may also influence the expectations which a particular actor holds for him. Thus it is evident that expectations held for position incumbents may be functions of many conditions.

Figure 6 illustrates Brookover's concept of an actor in a given role whose behavior is determined through a process of interaction between his self-involvement in the role and his definition of what he thinks others expect of him in it. Behavior in interaction is not fixed or static but involves continuous reassessment by the actors of others' expectations, and redefinitions by others of their

---

<sup>12</sup>Ibid., p. 58.

<sup>13</sup>Ibid., p. 59.





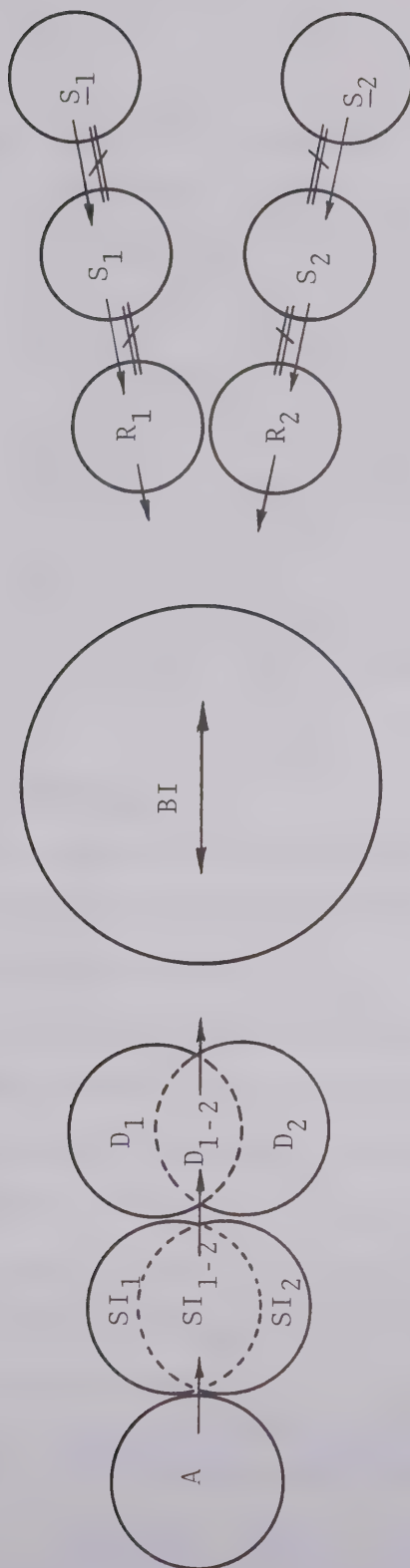


FIGURE 6

# PARADIGM SHOWING VARIOUS ASPECTS OF ROLE BEHAVIOR AND ROLE CONFLICT

A = Actor, as he enters situation, with his previous experience in related situations, personality needs, and meaning of the situation for him.

SI = Self-involvement -- actor's image of the ends anticipated from participation in the status as he projects his self-image into the role.

D = Actor's definition of what he thinks others expect of him in the role.

BI = Actor's behavior in interaction with others which continually redefines R and D.

R = Role -- Others' expectation of actor "A" in Situation "S".

S = Status in situation -- Others' expectations of any actor in particular situation.

S = General Status -- Others' expectations of any actor in broadly defined position, i.e., teacher, principal.



expectations as situations change.<sup>14</sup>

Empirical study of role definition can be conducted at any of three levels. In research concerned with the individual level, an investigator may seek to determine what expectations an individual holds for the incumbent of another position. For the investigation of problems at a group level, he would wish to identify the expectations which are held by group members for the incumbent of a position. At the third level, the research problem might require asking the incumbent of a focal position what expectations he thinks are held for him by incumbents of counter positions. When dealing with role studies at the second or group level, and at the third level, the problems of role consensus and role conflict require consideration.<sup>15</sup>

### Role Conflict

Before discussing role conflict, an introductory paragraph will be devoted to communication between members of a social system.

Newcomb points out that expectations rest on shared norms and this idea in turn suggests the importance of communication between group members in arriving at group standards.<sup>16</sup> The imposing of sanctions also indicates some means, direct or subtle, of expressing the likes and dislikes of the group for the performance of the individual.

---

<sup>14</sup>A.B. Brookover, "Research on Teacher and Administrator Roles," The Journal of Educational Sociology, 29:3, September, 1955.

<sup>15</sup>Harry G. Sherk, "The Expectations and Perceptions of Principals for the Role of the Provincially Appointed Superintendent of Schools in Alberta" (unpublished Master's thesis, The University of Alberta, 1964), p. 15.

<sup>16</sup>Newcomb, op. cit., p. 328-29.



Jackson expresses throughout his writings, the feeling that incomplete communication between the actor and the observers is often the basis for poor performances on the part of the role player and the resulting dissatisfaction of the group members.<sup>17</sup>

Closely related to the problem of inter- and intra-group communication, is the concept of role conflict. Seeman has defined role conflict as "the exposure of the individual in a given position to incompatible behavioral expectations,"<sup>18</sup>

A few writers have suggested that many of the role conflicts fall into broad categories and that such a grouping is essentially fruitful in analyzing man's common dilemmas. Parsons established five dichotomies as being patterns by which cultural, social system, and personality conflicts would be examined.<sup>19</sup> Typical of his dichotomies would be that of self orientation versus collective orientation. Faced with this conflict, the person must

---

<sup>17</sup>Jay Jackson, "Structural Characteristics of Norms," The Dynamics of Instructional Groups, Fifty-ninth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1960), pp. 136-163.

<sup>18</sup>Melvin Seeman, "Role Conflict and Ambivalence in Leadership," The Sociology of Education, Robert R. Bell, editor (Homewood, Illinois: Dorsey Press, 1962), pp. 297-312.

<sup>19</sup>Talcott Parsons and Edward Shils, "Part 2: Values, Motives, and Systems of Action," Toward a General Theory of Action, Talcott Parsons and Edward A. Shils, editors (Cambridge, Massachusetts: Harvard University Press, 1959), pp. 45-276.



choose between acting on the basis of the needs and interests of a few or acting in a manner to benefit the general welfare.

Seeman's four bi-polarities common to conflict situations are somewhat similar to those of Parsons. His four dimensions involve the status dimension (we praise success in others but criticize someone for working for it), the authority dimension (dependence versus independence), the institutional dimension (functional versus emotional considerations), and the means versus ends dimension.<sup>20</sup> Seeman sought to test the value of such groupings in his research on role.

While Seeman actually tried to test the value of investigating role conflict under broad conflict groupings, most "researchers have limited their study by isolating characteristics of role conflict and locating the sources of conflict."<sup>21</sup> Operating on the premise that approval or disapproval can be located as a point on a continuum, Jackson has proposed that conflict be studied in terms of determining a "range of tolerable behavior." Jackson hypothesized that a role occupant operates in very narrow limits on some expectations and thereby has a high potential

---

<sup>20</sup>Seeman, op. cit., p. 299-300.

<sup>21</sup>Calvin M. Frazier, "Role Expectations of the Elementary Principal as Perceived by Superintendents, Principals and Teachers" (unpublished Doctoral dissertation, The University of Oregon, Eugene, Oregon, 1964), p. 28.





for conflict. In other areas, the expectations allow a wide latitude in the performance of the role and there is a minimum of conflict.<sup>22</sup>

## II. RELATED RESEARCH

In Section I of Chapter II, a distinction was drawn between two basic types of specifications -- the relational and the situational. Researchers have tended to examine expectations from one or the other of these viewpoints. Study has generally been given to the expectation differences between two or more positions or focus has centered on the situational influence on expectations.

Since one of the delimitations of this study was the exclusion of the situational factors, only the related studies which deal with the relational aspect of position were included in the review of literature.

Ploghoft's Nebraska study of teacher and principal expectations would be illustrative of the focus on locating position differences. Using a mail-out questionnaire, Ploghoft compared the responses of one hundred and two elementary teachers and an equal number of principals on each of fifty schedule items. Some significant differences were found in the ranking of the responses dealing with curriculum, while a fairly high agreement appeared to exist

---

<sup>22</sup>Jackson, loc. cit.



on the unimportance of several administrative clerical tasks.<sup>23</sup>

Merigis, in his Oklahoma study, reviewed writings of leading educators and thirty-seven recommendations regarding principal-staff relationships. These propositions were then submitted to teachers and principals to determine the degree of acceptance of these ideas by the two groups. Merigis found that teachers tended to be much more hesitant than the principals in approving the suggestions. The two groups tended to greater agreement on the principal's part in community relations, than they did on the principal's actions in building matters. Where position disagreements were indicated on the mail-out questionnaire, Merigis conjectured as to the basis for these differences, but lacked evidence for his study to support these explanations.<sup>24</sup>

A recent dissertation study sought to establish the expectations for a high school principal in Hawaii by secondary teachers and island administrators. Based on questionnaire responses of one hundred and twenty-one teachers and eighty-nine administrators, the research found many areas of agreement. However, points of conflict were identified in

---

<sup>23</sup>Milton E. Ploghoft, "An Evaluation of Preparation for the Principalship," National Elementary Principal, 42:47-50, February, 1963.

<sup>24</sup>Harry J. Merigis, "Attitudinal Differences Between Principals and Teachers," National Elementary Principal, 40:35-38, April, 1961.



the expectations of the two groups in regard to such matters as the dress of the principal, amount of communication provided by the principal, and the degree of domination shown by the principal (teachers expressed a desire for a more dominating principal than that preferred by his superiors). The writer explored variations in the expectations of various sub-groups based on sex, age, locale of training, and the ethnic-racial background of the respondents. While finding some significant differences in the responses of these groups, he concluded that most differences were to be found in comparing the main position groups.<sup>25</sup>

Some research has been directed to the expectations held by non-professional groups for the position of principal. In a study recently carried out in Alberta, Dean McMullen investigated the differences in expectations between rural and urban teachers, and rural and urban parents.<sup>26</sup>

In a similar study carried out in Western Washington, students and parents, as well as teachers, were asked to complete questionnaires asking the respondents to report the actual behavior of their elementary principal and indicate

---

<sup>25</sup>Alvin K. Chang, "Role Norms to Guide Administrative Selection and Training" (unpublished Doctoral dissertation, University of Stanford, 1963). Reported in Frazier, op. cit., p. 33.

<sup>26</sup>Dean McMullen, "Comparative Investigation of the Role of the Rural and Urban Principal" (unpublished Master's Thesis, The University of Alberta, Edmonton, July, 1966).



characteristics of the "ideal" principal. The reports and preferences of the 4,186 participants have some interesting implications. Teachers rated principals quite high in their contribution to helping teachers assess their classroom performance. However, because teachers had such a strong desire for the principal to perform his task, ratings of the "real" and "actual" principal deviated considerably from each other. As seen by the teachers, the highest rated trait for the "real" principal was his capacity to understand the objectives of the school program. In comparison to the other two groups, parents appeared to show a greater discrepancy between the two images. In general, mothers were more concerned about human qualities of the principal, while fathers wanted a principal who could run things and keep parents informed.<sup>27</sup>

Two companion studies done at Stanford used the critical incident technique\* to study the reports of

---

<sup>27</sup>Perceptions of the Elementary Principal's Role, The Report of a Research study conducted jointly by principals of Region III of the Washington Elementary School Principals Association and the Psychological Services Centre at the Western Washington College of Education (Seattle, Washington: Washington Education Association, 1959), pp. 1-12. Reported in Frazier, op. cit., p. 35.

\*The critical incident technique consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles.

By an incident is meant any observable human activity that is sufficiently complete in itself to permit inferences





teachers<sup>28</sup> and parents<sup>29</sup> relative to effective and ineffective actions of the principal. Members of the two groups were asked to consider those acts of the principal that tended to help or hinder the resolution of some recent problem observed by the respondent. The results of such studies lack statistical support<sup>30</sup> but do offer some insight into the expectations of individuals for the behavior of the principal under certain circumstances.

A third study employing the critical incident technique was carried out by Walters at Stanford University in an attempt to identify areas of principal behavior which

---

and predictions to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose or intent of the act seems fairly clear to the observer and where its consequences are sufficiently definite to leave little doubt concerning its effects.

Complete description of the Critical Incident Technique may be found in: Flanagan, John C. "The Critical Incident Technique," Psychological Bulletin, 51:327-358, July, 1954.

<sup>28</sup>Leland L. Medsker, "The Job of the Elementary School Principal as Viewed by Teachers" (unpublished Doctoral dissertation, Stanford University, 1954).

<sup>29</sup>Lawrence R. Buffington, "The Job of the Elementary School Principal as Viewed by Parents" (unpublished Doctoral dissertation, Stanford University, 1954).

<sup>30</sup>Robert W. Burns, "Success Criteria and the C.I. Technique," Phi Delta Kappan, 38:73-75, November, 1956; J.S. Corbally, "A Second Look at the C.I. Technique," Phi Delta Kappan, 38:141-142, January, 1957; J.S. Corbally, "The Critical Incident Technique and Educational Research," Educational Research Bulletin, 35:57-62, March, 1956.



were considered most crucial in determining success or failure in the principal's administrative role. Walter's study investigated the job of the high school principal as seen by California city superintendents. After interviewing twenty-five superintendents, he found that the effective principal was perceived by superintendents as being an able, responsible man of authority who had personal convictions, was decisive, knew the aims of the school, promoted good public relations, respected his staff and was able to counsel and empathize with them.<sup>31</sup>

Cheal's study, completed in 1958, was concerned with discovering conflicts in the expectations held by superintendents, teachers, pupils, and parents toward the role of the composite high school principal. This study revealed that the largest percentage of conflict resulted from questions dealing with the instructional program while the student behavior sector resulted in the least. It was also noted that pupils and teachers, representing the group with the closest contact with the school, were involved in the largest number of inter-group conflicts. No one group, however, appeared more susceptible to intra-group conflict than any other, neither did the intensity of conflict show

---

<sup>31</sup>T.W. Walters, "The Job of High School Principal, as Perceived by California City Superintendents," Dissertation Abstracts, Ann Arbor, Michigan: University Microfilm, Inc., 15:1018.



any great variation between groups. Cheal concluded that a major task of the composite high school principal was to harmonize and unify the alter group expectations towards his role.<sup>32</sup>

Both Holden<sup>33</sup> and Morin<sup>34</sup> investigated the principal's perception of his own role. While Holden compared teachers' and principals' expectations and found them to differ significantly, Morin compared the perceptions of different categories of principals and found a significant intergroup difference. In Morin's study, the principals were classified according to length of administrative experience, type of university education, grade level of the school, and type of community -- rural or urban.

A study of the relationship between the expectations of principals and teachers in Newfoundland's regional and central high schools for the principal's leadership role was completed by Warren in 1959. Eighteen principals and eighty-nine teachers completed a questionnaire containing sixty

---

<sup>32</sup>John E. Cheal, "Role Conflict in the Principalship of the Composite High School" (unpublished Master's Thesis, The University of Alberta, Edmonton, 1958).

<sup>33</sup>Leonard W. Holden, "Administrator Role in Secondary Education as Identified by Secondary Principals and Teachers" (unpublished Doctoral dissertation, Stanford University, 1958).

<sup>34</sup>Lloyd H. Morin, "The Principal's Perception of His Role" (unpublished Master's thesis, The University of Alberta, Edmonton, 1964).



expectation items. Thirty items suggested principal behavior in working with pupils, citizens, and teachers while thirty were adapted from the Leader Behavior Description Questionnaire, an instrument developed at Ohio State University to measure the leadership dimensions of Consideration and Initiating Structure. Warren found that there was a high degree of consensus within each sample on items describing the principal's human relations role and a low degree of consensus within each sample on items suggesting the principal's supervisory responsibilities. It was also found that no significant relationship existed between teacher expectations and: (1) the level of the teacher's professional training, (2) the size of the school system within which the teacher operated, and (3) the teacher's total years of teaching experience.<sup>35</sup>

A research effort using some of the Gross, et al. methodology was recently carried out in Wisconsin. Using forty-three principals, forty central office supervisors, and 996 teachers in three selected districts, Gray investigated the inter and intra-position expectations of these three groups. Gray concluded that the groups did differ significantly on some items. When respondents were grouped

---

<sup>35</sup>Philip J. Warren, "Leadership Expectations of the Principal in Newfoundland's Regional and Central High Schools as Perceived by Principals and Staffs" (unpublished Master's thesis, The University of Alberta, Edmonton, 1959).





by sex, degree status, level of instruction and years of experience, differences were isolated that gave additional understanding of group expectations.<sup>36</sup>

A study completed by Miklos in 1963:

... explored the utility of Guttman scale analysis procedures for quantifying and for analyzing the structure of the expectations which teachers hold for the behavior of the principal. The results of the scale analysis were used for testing hypothesized relationships among the degree of consensus on expectations within a school, the degree of teacher-principal agreement on expectations for the role of the principal, and the teachers' descriptions of the leader behavior of principals.<sup>37</sup>

The literature suggests that there are often conflicting as well as common expectations among and between alter groups concerning the role of the principal. As a result, the principal finds himself facing a dilemma as he attempts to deal with these expectations. In this study, an attempt was made to determine on which expectations there was a high degree of consensus; and on which there was a conflict among teachers, principals and superintendents, and between teacher sub-groups.

---

<sup>36</sup>Martin Gray, "A Role Analysis of the School Principalship" (unpublished Doctoral dissertation, The University of Wisconsin, 1961).

<sup>37</sup>Erwin Miklos, "Dimensions of Conflicting Expectations and the Leader Behavior of Principals" (unpublished Doctoral dissertation, The University of Alberta, Edmonton, 1963), p. iii.



## III. SUMMARY

Social psychologists, cultural anthropologists and psychologists generally agree that the concept of role includes individuals in social locations, behaving with reference to expectations.

Although relational and situational specifications are recognized as two factors which influence role, this study was limited to the relational specification and employed the counter and focal position models used by Gross, Mason, and McEachern.<sup>38</sup>

The survey of literature suggested that there were often conflicting as well as common expectations among and between alter groups concerning the role of the principal. Some studies compared the "real" and the "actual" principal, while others, using the critical incident technique, tried to isolate the behavior which was considered crucial in determining success or failure in the principal's administrative role.

As a result, the principal finds himself facing a dilemma as he attempts to deal with these expectations.

---

<sup>38</sup>Gross, op. cit., p. 48-69.



## CHAPTER III

### STATEMENT OF HYPOTHESES

This study investigated expectations for the role of the principal, first on the intergroup basis among principals, superintendents and teachers, and then on the intra-group basis between and among teacher sub-groups. Hypotheses were formulated to seek answers to the following questions:

- (1) Do principals, superintendents, and teachers differ in their expectations for certain attributes and behaviors of the elementary-junior high principal?
- (2) When teachers are grouped according to demographic characteristics, do the resulting sub-groups differ in their expectations for certain attributes and behaviors of the elementary-junior high principal?

#### I. EDUCATION POSITION GROUPS

##### Statement of Problem I

The incumbents of the three educational position groups -- principals, superintendents, teachers -- differ significantly in their expectations for the role of the principal.

This difference in expectations among the three



educational position groups may be the result of a variety of factors, such as the various positions held by the incumbents or the corresponding amount of authority derived from this position. Gross, Mason and McEachern<sup>1</sup> base their theory of role, in part, on the expectations which incumbents hold for various positions. Becker, discussing authority, states that:

... one aspect of the institutional organization of activity is a division of authority, a set of shared understandings specifying the amount and kind of control each kind of person involved in the institution have over the others, who is allowed to do what, and who may give orders to whom.<sup>2</sup>

Null Hypothesis I. There is no significant difference in the distribution of responses between:

- A. Principals and superintendents,
- B. Principals and teachers, and,
- C. Superintendents and teachers,

in their expectations for each item categorized under the general headings of:

- a. principal's attributes,
- b. principal's school management behavior,
- c. principal's staff relations behavior,
- d. principal's community and professional behavior.

---

<sup>1</sup>Neal Gross, Ward S. Mason and A.W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), pp. 50.

<sup>2</sup>Howard S. Becker, "The Teacher in the Authority System of the Public School," The Journal of Educational Society, 27:128, November, 1953.





## II. . TEACHER SUB-GROUPS

### Statement of Problem II

Teacher sub-groups classified on the basis of demographic characteristics differ significantly in their expectations for the role of the principal.

Role theory supports the hypothesis that individuals in various positions hold differing expectations for incumbents of other positions. Gross, Mason and McEachern,<sup>3</sup> in their study of the superintendency, found that a single position, such as the school board, could be divided into sub-groups and that these groups held significantly differing expectations for the position being researched. Other literature supports the idea of sub-groups: Znaniecki, for example, states that "social roles constitute one general class of social system, and this class may be sub-divided into less general classes, these into sub-groups and so on."<sup>4</sup>

The psychological, educational, and sociological difference between males and females has been the basis of a considerable amount of research and, generally, it can be shown that a difference does exist.<sup>5</sup> One researcher states:

---

<sup>3</sup>Gross, Mason and McEachern, op. cit., pp. 193-211.

<sup>4</sup>Florian Znaniecki, The Social Role of the Man of Knowledge (New York: Columbia University Press, 1940), p. 18.

<sup>5</sup>Otto Klineberg, Social Psychology (New York: Henry Holt and Company, 1964), pp. 275-290.



Sex is a characteristic which people carry with them all of the time, and like age, may be considered a position in terms of which social relations are at least partially influenced by expectations.<sup>6</sup>

Teachers who are married have an additional role to perform, and because they are viewing the principal's role from another position, their expectations may be changed.

Age was another variable tested to determine its effect on teachers' expectations for the role of the principal. Although age has not been considered a factor in many studies, Ziller and Exline found this variable related to adult differences in their research.<sup>7</sup> The present study compared the expectations of three age groups: under thirty years of age, thirty-one to fifty, and over fifty years of age. With this wide range, significant differences were expected.

The religion of incumbents would seem to be of direct relevance for two reasons:

First of all it is an index of a very complex and probably fundamental series of attitudinal variables, habits of thought, conception, and belief, which although they may be difficult to identify and specify, can be assumed to be significantly different for the two major classes of

---

<sup>6</sup>Gross, Mason, and McEachern, op. cit., p. 188.

<sup>7</sup>R.C. Ziller and R.V. Exline, "Some Consequences of Age Heterogeneity in Decision Making," Sociometry, 21:198-211, 1958, cited by Paul H. Hare, Small Group Research (New York: The Free Press of Glencoe, 1962), pp. 207-208.



religious identification, Catholics and Protestants.<sup>8</sup>

The other reason is that the church groups have taken variant stands on matters affecting the public schools.

It must be recognized that the expectations of teachers have arisen as a product of the interplay of thought and action over a period of time. They derive in part from the general culture of our society, in part from the professional preparation and experiences of teachers, and in part from a response to local conditions.<sup>9</sup> Thus it would be reasonable to expect that teachers with similar teaching experience, say in grades one, two, and three, would have similar expectations for the role of the principal, and that teachers with very similar teaching training would not differ in expectations.

Null Hypothesis II. There is no significant difference in the distribution of responses between:

- A. Male and female teachers,
- B. Single and married teachers,
- C. Teachers;

- (1) under thirty years of age and those between thirty-one and fifty,

---

<sup>8</sup>Gross, Mason, and McEachern, op. cit., p. 186.

<sup>9</sup>Francis S. Chase, "How to Meet Teacher's Expectations of Leadership," Administrator's Notebook, 1:3, April, 1953.



- (2) under thirty years of age and those over fifty,
- (3) between thirty-one and fifty and those over fifty years of age,

D. Roman Catholic and Protestant teachers,

E. Teachers;

- (1) with one or two years of teaching experience and those with three to ten years,
- (2) with one or two years of teaching experience and those with eleven to twenty years,
- (3) with one or two years of teaching experience and those with more than twenty years,
- (4) with three to ten years of teaching experience and those with eleven to twenty years,
- (5) with three to ten years of teaching experience and those with more than twenty years,
- (6) with eleven to twenty years of teaching experience and those with more than twenty years,

F. Teachers;

- (1) with one year of teacher training and those with two or three years,
- (2) with one year of teacher training and those with more than four years,
- (3) with two or three years of teacher training and those with more than four years,





G. Teachers who have taken their teacher training before 1960 and those who have taken teacher training in 1960 and later,

H. Teachers;

(1) who teach grades 1, 2, or 3 and those who teach 4, 5, or 6,

(2) who teach grades 1, 2, or 3 and those who teach 7, 8, or 9,

(3) who teach grades 4, 5, or 6 and those who teach 7, 8, or 9;

in their expectations for each item categorized under the general headings of:

- a. principal's attributes,
- b. principal's school management behavior,
- c. principal's staff relations behavior, and
- d. principal's community and professional behavior.

(Note: In reading an individual hypothesis, only one letter and one number should be considered at one time. For example, to read the null hypothesis which would compare two age groups of teachers, say those under thirty and those over fifty, consideration would be given to the introductory statement, letter "C", number 2, and the concluding statement. e.g. "There is no significant difference in the distribution of responses between teachers under thirty years of age and those over fifty in their expectations for each item



categorized under the general heading of principal's school management behavior.")



## CHAPTER IV

### RESEARCH INSTRUMENTS AND DESIGN

The Canadian culture considers educational leadership to be important. Educational institutions are trying to improve skills in the selection of leaders. Colleges and universities have sought to improve the training programs provided for individuals selected for leadership positions. To meet these challenges effectively, studies attempting to clarify the roles of school administrators have been done.

The purpose of this study was to further clarify the role of the school principal by collecting and comparing principals', teachers', and superintendents' responses on instruments designed to report expectations of the principal's role.

#### I. RESEARCH INSTRUMENTS

The questionnaires used to gather data are included in Appendix A. The personal data sheet differs for the three counter positions -- principal, superintendent, and teacher -- but the expectations questionnaire for each is identical.

##### Background Information

A questionnaire covering background information was



sent to all three position groups even though the hypotheses called for a comparison of only the teacher sub-groups. Data describing the principal and the superintendent were found useful in describing the sample.

Principals, superintendents and teachers were asked to supply information regarding sex, marital status, age, religious denomination, years of teaching experience, years of teacher training, special certification, name of educational institution and when last attended, degrees, and subject specialty. Teachers and principals were asked what grades they taught and how long they had been in the present school. Both the principal and superintendent were asked specific questions regarding their administrative education and experience in addition to data relating to the school district. Teachers were asked to indicate the number of years they had been associated with the present principal.

#### Expectations Questionnaire

The instrument used to fulfil the needs of this study was a fifty-four question, forced-choice questionnaire adapted from Frazier<sup>1</sup> and redesigned by Bosetti.<sup>2</sup> Content

---

<sup>1</sup>Calvin M. Frazier, "Role Expectations of the Elementary Principal as Perceived by Superintendents, Principals and Teachers" (unpublished Doctoral dissertation, The University of Oregon, Eugene, Oregon, 1964).

<sup>2</sup>R.A. Bosetti, "Congruence of Expectations, Sensitivity to Perceptions, and Rated Administrative Effectiveness" (unpublished Master's thesis, The University of Alberta, Edmonton, 1966).





validity was established by administering the questionnaire to twenty-five graduate students in educational administration and to a pilot study school in which six teachers, one principal, and one superintendent completed the questionnaires. The rationale used by Bosetti<sup>3</sup> in establishing content validity was to delete any question which was scored with a neutral response by more than ten respondents. It was assumed that the rejected questions did not represent an area in which respondents could be said to hold what might legitimately be termed an expectation for the principal's role.

The fifty-four items on the questionnaire were grouped into categories of principal's attributes and principal's behavior. The principal's behavior was considered under school-management behavior, staff-relations behavior, and community and professional behavior.

The four categories on the questionnaire, and the three counter positions being researched represented limitations of this study. No attempt was made to exhaust the possible number of expectations or reference groups. The four categories explored, however, represented areas which were of concern to the three reference groups under study. The fifty-four items covered potential obligations for principals -- items designed to cover a sample of the

---

<sup>3</sup>Ibid.



major types of activities in which a principal engages.

The first section, dealing with attributes, contained ten items each of which was a quality or characteristic of the principal. These ranged from items which deal with marital status and sex through others which dealt with educational qualifications.

The second section, school-management behavior, contained twenty items designed to cover a sample of the major types of activities in which a principal engages while managing a school. They dealt with things a principal may or may not do as an administrator. This section closely parallels Getzels and Guba's nomothetic dimension<sup>4</sup> and the "initiating structure" dimension<sup>5</sup> measured by the Leadership Behavior Description Questionnaire.

The staff-relations behavior section contained eleven items each of which specified the principal's association with teachers. Items such as "supporting the positions of the teacher" and "keeping professional distance between himself and his school teaching staff" investigated an aspect of behavior similar to Getzels and Guba's idiographic

---

<sup>4</sup>Jacob W. Getzels and Herbert A. Thelen, "The Classroom Group as a Unique Social System," The Dynamics of Instructional Groups, Nelson B. Henry, editor. The Fifty-ninth Yearbook of the National Society for the Study of Education, Part II (Chicago, Illinois: The University of Chicago Press, 1960), pp. 53-82.

<sup>5</sup>Ralph M. Stogdill and Alvin E. Coons, Leader Behavior: Its Description and Measurement (Ohio Studies in Personnel, Research Monograph No. 88. Columbus, Ohio: Ohio State University, 1957), pp. 6-38.



dimension<sup>6</sup> and the "consideration" dimension measured by the Leadership Behavior Description Questionnaire.<sup>7</sup>

The fourth group, community and professional behavior, contained thirteen items each of which specified some type of participation in community groups or activities, such as, "take an active part in local politics;" or participation in professional activities such as, "participate in current educational research." Most of the items in this last section were probably peripheral to the principal's function of administering the school but they were concerned with his relationship to other systems in the environment in which the school functions.

#### Response Categories

Respondents were instructed to circle the abbreviation on the questionnaire which best indicated what they believed the principal should do. In this study, the emphasis was not on what the principal actually did but what the respondent thought he should do.

The four abbreviations in the four-point response scale were used to designate "definitely should", "preferably should", "preferably should not", and "definitely should not".

---

<sup>6</sup>Getzels and Thelen, loc. cit.

<sup>7</sup>Stogdill and Coons, loc. cit.



The tabulation of responses in Tables VII to XLII show a NR or No Response category. In the event that a respondent did not indicate a choice for a question, it was tabulated as NR. Care was taken not to let this NR category interfere with the statistical analysis of the data. In not one instance, did the NR category account for the significant difference in a comparison.

The researcher felt that there was justification in not including a category in which the respondent could indicate an "undecided" or "not sure" type of response. It was felt that since respondents had been inclined to select the neutral answer whenever the choice between "should" and "should not" became difficult, the neutral response category might result in an inordinate number of unusable questions.

It may be argued that a neutral response does not indicate a specific expectation which defines the principal's role. Thus if both principal and alter groups respond in the "may or may not" category for an expectation question, they may be considered to be congruent in response, but this does not necessarily indicate that they are congruent in an expectation for the principal's role.

Furthermore, it was felt that many expectations do involve a choice between two almost equally desirable alternatives. If respondents are forced to choose, they are placed in a realistic stress situation and their response to





a question indicates their expectations under stress.

## II. COLLECTION OF DATA

### The Sample

This study was carried out by analyzing data collected using questionnaires which were answered by principals, superintendents and teachers in selected Alberta schools. The following criteria were used in selecting the sample to be studied:

- (1) Schools under the jurisdiction of a provincially-appointed school superintendent.
- (2) Schools categorized as offering instruction in grades one to nine.
- (3) Schools having a teaching staff of seven or more teachers.
- (4) Schools meeting criteria 1, 2, and 3 above whose principals and superintendents agreed to participate.

On the basis of the above criteria, thirty-eight schools were selected from the "List of Operating Schools in Alberta 1965-66." By including all the schools meeting these criteria, a sample of twenty-five superintendents, thirty-eight principals and three hundred and seventy-two teachers was isolated.



## The Response

Table I represents a brief analysis of responses from each of the participating groups -- principals, superintendents, and teachers.

TABLE I

### NUMBER OF QUESTIONNAIRES DISTRIBUTED AND RETURNED

Respondent	Questionnaires Distributed	Questionnaires Returned	Percent Returned
Principals	38	36	95
Superintendents	25	20	80
Teachers	372	278	75
Totals	435	334	77

## Characteristics of Respondents

Table II provides a brief summary of selected data concerning the personal characteristics of all respondents used in this study. Although this study did not make use of the personal characteristics of principals and superintendents in the analysis of data, they have been included here to describe the sample studied. The teacher's personal characteristics were used to determine the boundaries of the sub-groups. The comparisons of these sub-groups' expectations are discussed in Chapters VI to IX.



TABLE II

## SELECTED PERSONAL CHARACTERISTICS OF RESPONDENTS

Personal Characteristics	Principals N = 36	Superintendents N = 20	Teachers N = 278
SEX			
1. Male	35	20	57
2. Female	1		213
3. Not Stated			8
MARITAL STATUS			
1. Single	3		49
2. Married	31	20	205
3. Widowed	2		9
4. Divorced			6
5. Not Stated			9
AGE			
1. 20 and under			4
2. 21 - 30	13		85
3. 31 - 40	11	8	40
4. 41 - 50	7	1	52
5. 50+	5	11	88
6. Not Stated			9
RELIGION			
1. Roman Catholic	9	3	29
2. Protestant	25	14	235
3. Not Stated	2	3	14
TEACHING EXPERIENCE			
1. 2 and under			38
2. 3 - 5	4		47
3. 6 - 10	11	5	52
4. 11 - 15	7	8	51
5. 16 - 20	4	5	28
6. 21 - 25	4	1	28
7. 25+	6	1	27
8. Not Stated			7
YEARS TRAINING			
1. 1	2		124
2. 2	2		70
3. 3	11		26
4. 4	10	1	40
5. 5	3	9	5
6. 6	7	7	3
7. 7	1	2	
8. Not Stated		1	10



TABLE II (continued)

Personal Characteristics	Principals N = 36	Superin- tendents N = 20	Teachers N = 278
TRAINING INSTITUTION			
1. Alberta	31	14	240
2. Other	5	6	25
3. Not Stated			13
REGENCY OF TRAINING			
1. Before 1960	6	8	119
2. 1960 and later	29	11	136
3. Not Stated	1	1	23
DEGREE HELD			
1. None	16		219
2. Bachelor	15	9	50
3. Master	5	9	1
4. Doctor		2	
5. Not Stated			8
SPECIALIZATION			
1. None in Administration	29	12	
2. Administration	7	8	
GRADES TAUGHT			
1. 1, 2, 3			96
2. 4, 5, 6			69
3. 7, 8, 9	34		95
4. 4, 5, 6, 7, 8, 9	2		8
5. 1, 2, 3, 4, 5, 6			2
6. Not Stated			8
EXPERIENCE AS PRINCIPAL IN THIS SCHOOL			
1. 2 and under	19		
2. 3 - 5	7		
3. 6 - 10	6		
4. 11 - 15	2		
5. 16 - 20			
6. 21 - 25			
7. 25+	2		





TABLE II (concluded)

Personal Characteristics	Principals N = 36	Superin- tendents N = 20	Teachers N = 278
TOTAL EXPERIENCE AS PRINCIPAL			
1. 2 and under	12	2	
2. 3 - 5	8	7	
3. 6 - 10	6	7	
4. 11 - 15	4	2	
5. 16 - 20	3	1	
6. 21 - 25		1	
7. 25+	3		
TOTAL EXPERIENCE AS SUPERINTENDENT			
1. 2 and under		4	
2. 3 - 5		1	
3. 6 - 10		5	
4. 11 - 15		1	
5. 16 - 20		5	
6. 21 - 25		1	
7. 25+		3	

Principals. Thirty-five of the thirty-six principals under study were males and only three were unmarried. Sixty-seven per cent were between twenty-one and forty years of age and 61 per cent had had fewer than fifteen years of teaching experience. Principals were almost normally distributed according to years of training with 42 per cent holding a bachelor's degree and 80 per cent having attended university in 1960 or later. Only seven principals had had specialized training in educational administration. There was evidence that the principals studied were relatively inexperienced in administration since 56 per cent had fewer than five years of



experience as principals.

Superintendents. Superintendents were all married males with over five years of teaching experience. Eleven of the superintendents had done some post-graduate work and eleven had attended university since 1960. Twelve of the twenty superintendents had no specialized training in educational administration, but all had had some experience as a school principal. Fifteen had been school superintendents for a period of over five years.

Teachers. There was considerable homogeneity among teachers with respect to personal characteristics. The majority of teachers were married women with one year of university training. Approximately 20 per cent of the teachers held a university degree but none held degrees beyond the bachelor level. Teachers were bimodally distributed according to age with approximately 30 per cent in the twenty-one to thirty age category and approximately 30 per cent in the fifty plus category. There was indication that many of the teachers had recently improved their teaching qualifications since over half the teachers had attended university in 1960 or later. The number of years of teaching experience followed a positively skewed distribution with the majority of teachers having fewer than fifteen years of teaching experience.

### III. SUMMARY

Two questionnaire forms were used to gather data for



this study; the background information sheet which was varied for each position group, and the expectations questionnaire which was identical for all three groups. The expectations questionnaire was composed of four sub-tests designed to gather data relevant to the principal's attributes, school management behavior, staff relationships, and community and professional behavior.

Four response categories were available on the expectations questionnaire; definitely should, preferably should, preferably should not, and definitely should not. The emphasis was not on what the principal actually did but what the respondent thought he should do.

The sample was composed of thirty-six principals, twenty superintendents, and two hundred seventy-eight teachers. This represented a 77 per cent return of questionnaires.



## CHAPTER V

### STATISTICAL TREATMENT OF THE DATA

Respondents' questionnaires were placed into the three position categories; principal, superintendent and teacher. The teachers' questionnaires were then placed into sub-groups so that an inter-group comparison could be made. These sub-groups were determined by information found on the teachers' data sheets.

#### I. THE DETERMINATION OF TEACHER SUB-GROUPS

The information supplied on the teachers' data sheet enabled the researcher to classify the teachers into sub-groups on the basis of sex, marital status, age, religion, teaching experience, years of university training, recency of training, and grade taught.

In some instances the respondent did not supply the necessary information to place his questionnaire into a particular sub-group category. For example, eight questionnaires were returned with no indication of the respondent's sex. These questionnaires were eliminated when the male-female comparison was made, but were returned to the total group for the remaining sub-group comparisons. Table III indicates the number of respondents which did not supply necessary information in order to be categorized into a sub-group.





TABLE III

TOTALS IN TEACHER SUB-GROUPS CLASSIFIED AS DATA  
COLLECTED AND DATA USED IN ANALYSIS

DATA COLLECTED		DATA ANALYZED	
<u>Sex</u>	<u>Total</u>	<u>Sex</u>	<u>Total</u>
Male	57	Male	57
Female	213	Female	213
Not Stated	8		
Total	278	Total	270
<u>Marital Status</u>		<u>Marital Status</u>	
Single	49	Single	49
Married	205	Married	205
Widowed	9		
Divorced	6		
Not Stated	9		
Total	278	Total	254
<u>Age</u>		<u>Age</u>	
Under 20	4	Under 30	89
21 - 30	85	31 - 50	92
31 - 40	40	Over 50	88
41 - 50	52		
Over 50	88		
Not Stated	9		
Total	278	Total	269
<u>Religion</u>		<u>Religion</u>	
Roman Catholic	29	Roman Catholic	29
Protestant	235	Protestant	235
Not Stated	14		
Total	278	Total	264



TABLE III (continued)

DATA COLLECTED		DATA ANALYZED	
<u>Teaching Experience</u>	<u>Total</u>	<u>Teaching Experience</u>	<u>Total</u>
2 and under	38	2 and under	38
3 - 5 years	47	3 - 10 years	99
6 - 10 years	52	11 - 20 years	79
11 - 15 years	51	Over 20 years	55
16 - 20 years	28		
21 - 25 years	28		
More than 25	27		
Not Stated	7		
Total	278	Total	271
<u>University Training</u>		<u>University Training</u>	
1 year	124	1 year	124
2 years	70	2 - 3 years	96
3 years	26	4 - 6 years	48
4 years	40		
5 years	5		
6 years	3		
7 years	0		
Not Stated	10		
Total	278	Total	268
<u>Training Institution</u>			
Alberta	240		
Other	25		
Not Stated	13		
Total	278		
<u>Recency of Training</u>		<u>Recency of Training</u>	
Before 1960	119	Before 1960	119
1960 and later	136	1960 and later	136
Not Stated	23		
Total	278	Total	255



TABLE III (concluded)

DATA COLLECTED		DATA ANALYZED	
<u>University Degrees</u>	<u>Total</u>		<u>Total</u>
Bachelor	50		
Master	1		
Doctor	0		
None	219		
Not Stated	8		
Total	278		
<u>Grade Taught</u>		<u>Grade Taught</u>	
1, 2, 3	96	1, 2, 3	96
4, 5, 6	69	4, 5, 6	69
7, 8, 9	95	7, 8, 9	95
4 to 9	8		
1 to 6	2		
Not Stated	8		
Total	278	Total	260

If the number of respondents was too small, a category was eliminated or the data were collapsed so that two categories become one. For example, the age category "under twenty" contained four respondents while the "twenty-one to thirty" category contained eighty-five. The two were collapsed to form a sub-group with an "N" of 89. Table III summarizes the data collected and the data analyzed. By combining some of the original categories and omitting very small sub-groups, the original forty categories or sub-groups were reduced to twenty-two.



## II. KOLMOGOROV-SMIRNOV TWO-SAMPLE TEST

The Kolmogorov-Smirnov Two Sample Test of Significance was used to analyze the data relative to the two questions:

- (1) Do principals, superintendents, and teachers differ in their expectations for certain attributes and behavior of the principal?
- (2) When teachers are grouped according to demographic characteristics, do the resulting sub-groups differ in their expectations for certain attributes and behaviors of the principal?

The test selected for identifying rating distribution differences was deemed appropriate for several reasons. The scale ratings used for the questionnaire items were considered ordinal in nature. Lacking the assumptions provided by interval and ratio data, the use of parametric measures (such as the  $t$  test) for testing the distribution differences was considered inappropriate.

In testing the agreement between two independent sets of distributions, the Kolmogorov-Smirnov test concerns itself with the greatest difference in the cumulative distribution at any one point on the rating scale. In discussing the power-efficiency of this test, Siegel states that:





... when compared with the t-test, the Kolmogorov-Smirnov test has high power-efficiency (about 98 per cent) for small samples. It would seem that as the sample size increases the power-efficiency would tend to decrease slightly. The Kolmogorov-Smirnov test seems to be more powerful in all cases than either the chi-square test or the median test.<sup>1</sup>

Several of the role studies reviewed, notably the Harvard superintendency studies<sup>2</sup>, have used the chi-square test to determine the presence of significant distribution differences between the two groups of respondents. In so doing, the question might be raised as to possible misapplication of the chi-square test in ways discussed in considerable detail by Lewis and Burke.<sup>3</sup>

The Kolmogorov-Smirnov two-sample test is a test of whether two independent samples have been drawn from the same population. The test is concerned with the agreement between two cumulative distributions. Table IV in Appendix B summarizes the twenty-two comparisons which were made in this study. Each comparison involved two position groups or two sub-groups and the fifty-four expectations items.

---

<sup>1</sup>Sidney Siegel, Nonparametric Statistics for Behavioral Sciences (Toronto: McGraw-Hill Book Company, 1956), p. 136.

<sup>2</sup>Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), pp. 331-342, Tables A-1 to A-5.

<sup>3</sup>Don Lewis and C.J. Burke, "The Use and Misuse of Chi-Square Test," Psychological Bulletin, 46:433-487, November, 1949.



It has already been noted that the two-sample test is concerned with the agreement between two sets of sample values (Table IV). If the two samples had in fact been drawn from the same population distribution, then the cumulative distributions of both samples may be expected to be fairly close to each other inasmuch as they both should show only random deviations from the population distribution. If the two sample cumulative distributions were "too far apart" at any point, this suggested that the samples came from different populations. Thus a large enough deviation between the two sample cumulative distributions was evidence for rejecting  $H_0$ .<sup>4</sup>

The value of  $D$  was determined for the observed data using the formula:  $D = \text{maximum } [S_{n1}(X) - S_{n2}(X)]$ . The observed value was then compared with the critical one which was obtained by entering the values of  $n1$  and  $n2$ , found in Table IV, in the expression in Table V, Appendix B. The table of critical values for each comparison listed in Table IV, is given in Appendix B, Table VI. If the observed value of  $D$  was equal to or greater than that computed from the expression in Table V,  $H_0$  was rejected at the level of significance (two-tailed) associated with that expression.

---

<sup>4</sup>Siegel, op. cit., p. 127-128.



### III. SUMMARY

The teacher sub-groups were determined with information supplied by the teachers on their data sheet. The Kolmogorov-Smirnov test was then used to determine whether the two groups were from the same population or if a significant difference actually did exist.



## CHAPTER VI

### TESTS OF HYPOTHESES RELATIVE TO THE PRINCIPAL'S ATTRIBUTES

Certain subjects were asked to respond to the following ten statements dealing with attributes of the principal.

- (1) The principal should be a good public speaker.
- (2) Assuming equal capabilities, the principal should be of the male sex.
- (3) The principal should be a person to whom the teacher could go with his personal problems.
- (4) The principal should have a good knowledge of current educational developments.
- (5) The principal should be married and have children of his own.
- (6) The principal should be a good teacher.
- (7) The principal should be scholarly and have a good liberal arts background.
- (8) The principal should have had some experience in teaching in the primary grades.
- (9) The principal should hold at least a B. Ed. degree.
- (10) The principal should wear a suit or sports coat and tie while on duty.





## I. FINDINGS RELATIVE TO THE RESPONSE OF POSITION GROUPS

### Significant Items

Three comparisons were made for each of the first ten items of the expectations questionnaire. The principals' responses were compared with those of the superintendent, the principals' responses with those of the teachers, and, finally, the superintendents' with the teachers'.

A high degree of consensus was found when the three position-groups' expectations for the principal's attributes were compared. Only Item 9, illustrated in Figure 7, revealed a difference which was significant at the .025 level of confidence. Both the principals and the teachers differed from the superintendent but no significant difference was found between principals and teachers on this item.

Figure 7 demonstrates that the difference is one of intensity rather than a difference of opinion. Eighty per cent of the superintendents felt that the principal definitely should have a B. Ed. degree while the majority of principals and teachers felt that though it may be desirable, it was not really essential.

### Statement Regarding Hypotheses

The null hypothesis read: There is no significant difference in the distribution of responses between:



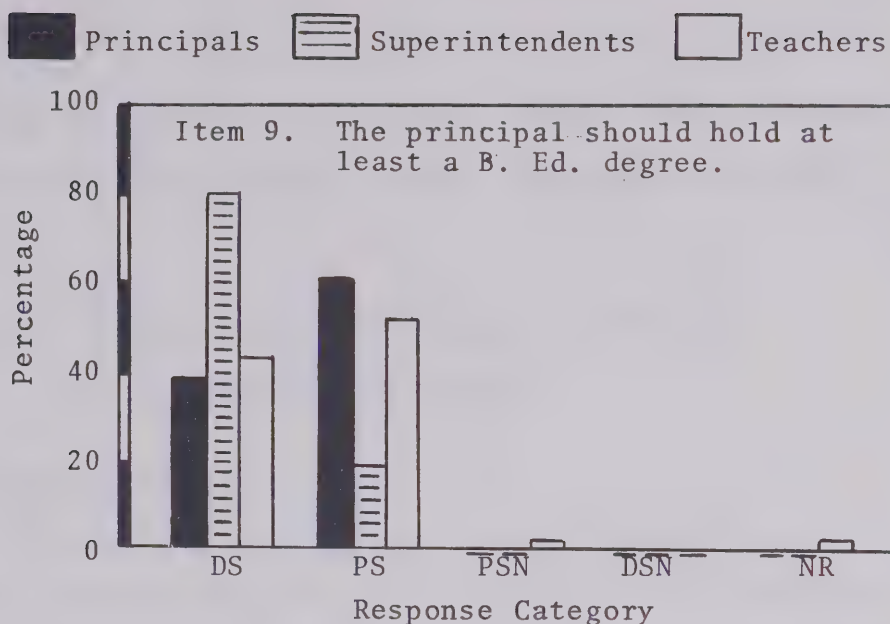


FIGURE 7

THE DISTRIBUTION OF PRINCIPALS', SUPERINTENDENTS',  
AND TEACHERS' RESPONSES FOR ITEM 9

- A. Principal and superintendent,
- B. Principal and teacher, and
- C. Superintendent and teacher

in their expectations for Items 1 to 10 which are categorized under the general heading of principal's attributes.

On the basis of the responses tabulated in Appendix C, the hypotheses cannot be rejected except for Item 9. There was sufficient evidence to reject the hypothesis that principals and superintendents did differ, and the hypothesis that superintendents and teachers differed in their expectation regarding a principal's formal training, but



there was insufficient evidence to reject the hypothesis dealing with the principal-teacher comparison for this item.

## II. FINDINGS RELATIVE TO THE RESPONSE OF TEACHER SUB-GROUPS

### Significant Items

Following the comparison of position groups, each of the ten items relating to the principal's attributes was compared on the basis of teacher sub-groups. Each item was subjected to nineteen comparisons.

Sex. None of the ten items revealed a difference between male and female respondents. A table showing the comparison of responses given by male and female teachers to attribute items is included in Appendix D, Table VIII.

Marital Status. The two sub-groups, single teachers and married teachers, did not reveal significantly different distributions in their responses to attribute Items 1 to 10. Tabulation of these responses is located in Appendix D, Table IX.

Age. The respondents were categorized in three age sub-groups; teachers under thirty, teachers between thirty-one and fifty, and teachers over fifty. Because three sub-groups existed, three comparisons were made for each item. Figures 8, 9 and 10 illustrate the four comparisons which revealed a significant difference at the .05 or greater



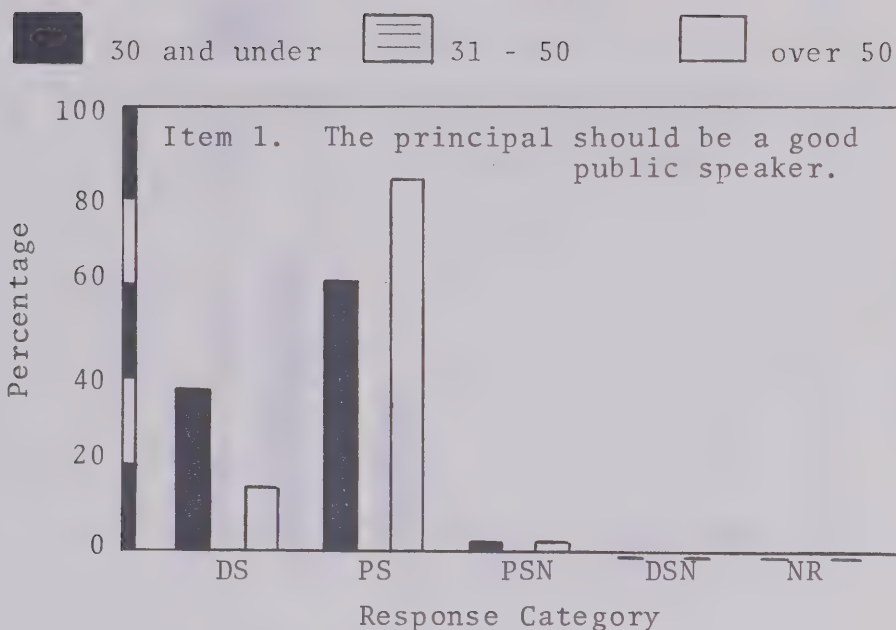


FIGURE 8

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN TWO AGE GROUPS FOR ITEM 1

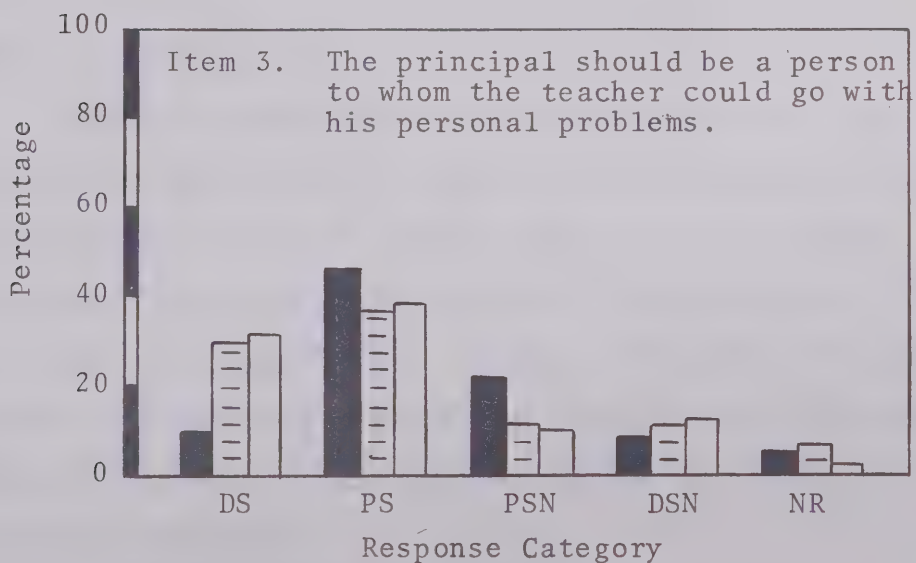


FIGURE 9

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN THREE AGE GROUPS FOR ITEM 3





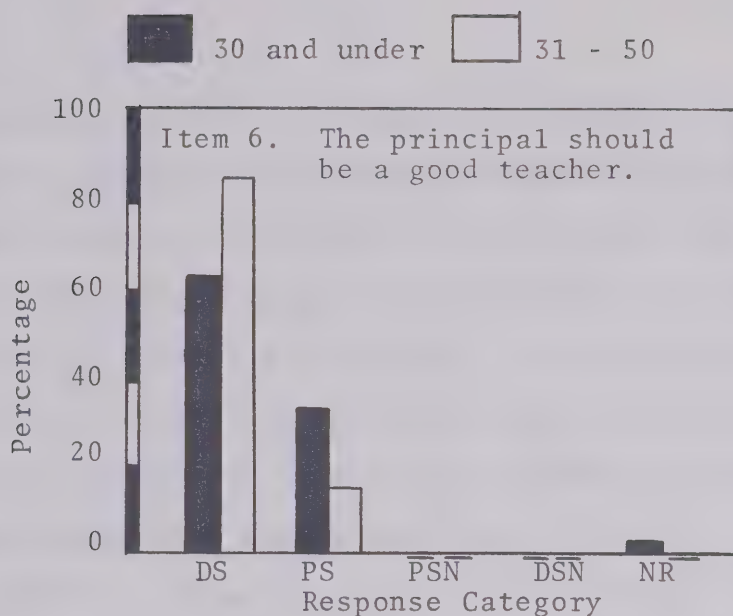


FIGURE 10

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN  
TWO AGE GROUPS FOR ITEM 6

level of significance.

Figure 8 illustrates the responses given by the three age groups to Item 1; the principal should be a good public speaker. Only one of the comparisons, teachers under thirty and over fifty, revealed a significant difference. Although both groups felt that the principal should be a good public speaker, a greater proportion of teachers under thirty definitely expected the principal to possess this ability.

Figure 9, illustrating Item 3, and Table X in Appendix D demonstrate that teachers under thirty comprised a sub-group with significantly different expectations for



Item 3. The distribution of responses of teachers under thirty was significantly different from the distribution of responses of teachers between thirty-one and fifty, and the distribution of responses of teachers over fifty. This item did not reveal a difference in distribution between teachers between thirty-one and fifty, and those over fifty. Even though teachers over thirty were divided into two groups, their responses were almost identical.

Figure 9 illustrates a considerable spread of opinion. Over 30 per cent of the teachers in the two groups of teachers over thirty years of age felt that the principal should definitely be a person to whom the teacher could go with his personal problems, while only 11 per cent of the younger group felt this way. This younger group was less emphatic. In fact, over 30 per cent expressed negative views to the idea that a principal should discuss a teacher's personal problem with that teacher.

Figure 10 illustrates Item 6; the principal should be a good teacher. Here again the group under thirty was found to differ, this time with the group of teachers thirty-one to fifty years of age. The younger teachers were not as insistent that the principal be a good teacher as were the teachers between thirty-one and fifty. The teachers between thirty-one and fifty felt very strongly about this attribute.

When differences in expectations appeared when age groups were compared, one of the differing groups was always



found to be the group below thirty years of age. Although these differences were primarily in intensity, an implication may be that a principal could expect different expectations from teachers under thirty than from those over thirty.

A tabulation of all responses for the age sub-group expectations is found in Appendix D, Table X.

Religion. The two religious groups did not reveal any significant differences in their responses for the principal's attributes. The tabulation of these results is in Appendix D, Table XI.

Experience. As seen in Figure 11 and Table XII in Appendix D, a significant difference was found on Item 3. The definitely should category was dominated by teachers having twenty years of experience or more. Forty per cent expected the principal to be a person to whom teachers could go with their personal problems. Teachers having less experience, three to ten years, tended to favor this attribute being present, but not to such a degree.

These results are identical to Frazier's in his Oregon study of 1964.<sup>1</sup>

Tabulation of the experience sub-group responses is found in Appendix D, Table XII.

---

<sup>1</sup>Calvin M. Frazier, "Role Expectations of the Elementary Principal as Perceived by Superintendents, Principals and Teachers." (unpublished Doctoral Dissertation, The University of Oregon, Eugene, Oregon, 1964).



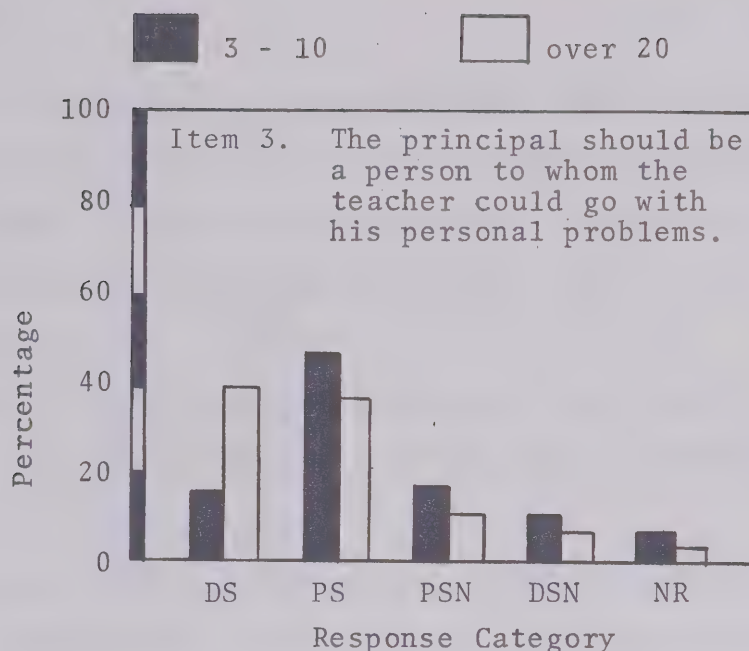


FIGURE 11

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN TWO EXPERIENCE GROUPS FOR ITEM 3

Training. A significant difference was identified involving Item 9; the principal should hold at least a B. Ed. degree. Comparisons were made on the basis of three sub-groups: one year of training, two to three years of training, and four to six years of training. The rating distribution for the first two sub-groups did not differ at all so it was assumed that these two groups came from the same population. A rating distribution difference existed between teachers having a bachelors or masters degree, and teachers not having a degree.

Sixty-nine per cent of the teachers with a degree





felt that the principal should definitely have a degree. This group of teachers with a degree expected the principal to have as much if not more training than themselves. Teachers without a degree generally agreed that a degree was desirable.

Table XIII in Appendix D contains the tabulation of responses given by teachers at three levels of teacher training.

Recency. The two sub-groups, teachers with training before and after 1960, did not reveal significant differences in their expectations for the principal's attributes. The responses are tabulated in Table XIV in Appendix D.

Grade Level. None of the items from 1 to 10 revealed that teachers at different grade levels held significantly different expectations for the principal's attributes. (Table XV in Appendix D).

#### Statement Regarding Hypotheses

Sex. The null hypothesis for sub-groups classified on the basis of sex read: There is no significant difference in the distribution of responses between male and female teachers in their expectations for each item categorized under the general heading of principal's attributes.

Since there was not sufficient evidence to reject this null hypothesis the researcher concluded that male and female sub-groups do not constitute two populations with differing



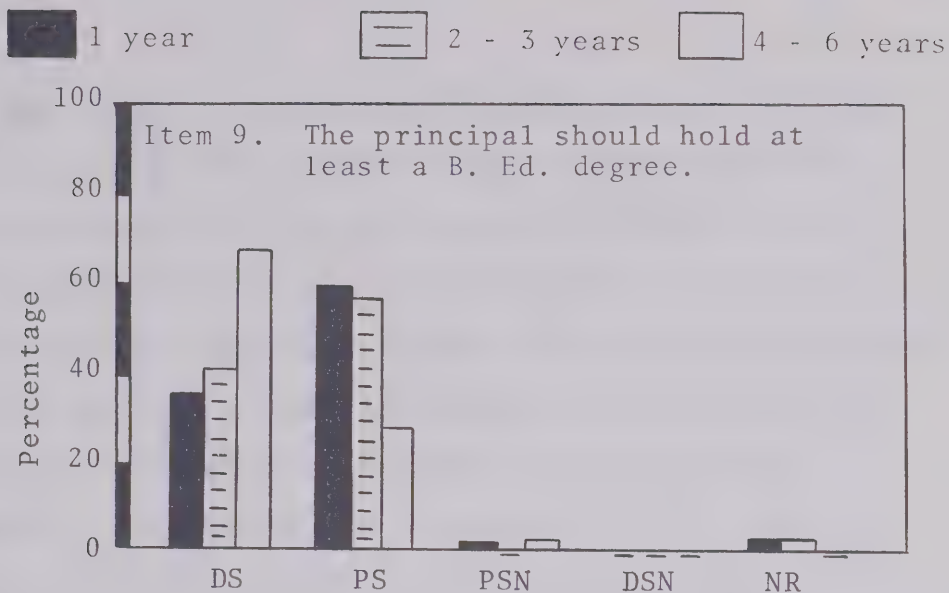


FIGURE 12

THE DISTRIBUTION OF RESPONSES BY TEACHERS AT THREE LEVELS OF TEACHER TRAINING FOR ITEM 9

expectations for the ten items describing the principal's attributes.

Marital Status. The null hypothesis being tested read: There is no significant difference in the distribution of responses between single and married teachers in their expectations for each item categorized under the general heading of the principal's attributes.

The evidence was not sufficient to reject this null hypothesis. On the basis of this study it was concluded that marriage did not produce sub-groups which held significantly different expectations for the ten items relating to the principal's attributes.



Age.: (1) A comparison of teachers under thirty years of age and those between thirty-one and fifty was made by testing the following hypotheses: There is no significant difference in the distribution of responses between teachers under thirty years of age and those between thirty-one and fifty in their expectations for each item categorized under the general heading of principal's attributes. With sufficient evidence to reject the null hypothesis for Items 3 and 6, the researcher concluded that there was, in fact, a significant difference between the two groups for Item 3 -- The principal should be a person to whom a teacher could go with his problems -- and Item 6 -- The principal should be a good teacher. In comparing these two sub-groups, the researcher did not find sufficient evidence to reject the null hypotheses for Items 1, 2, 4, 5, 7, 8, 9 and 10.

(2) A comparison of teachers under thirty and those over fifty was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers under thirty years of age and those over fifty in their expectations for each item categorized under the general heading of principal's attributes. Sufficient evidence was found to reject this null hypothesis for Items 1 and 3. The conclusion formulated was that teachers under thirty and teachers over fifty constitute different populations with respect to Item 1 --



The principal should be a good public speaker -- and Item 3 -- The principal should be a person to whom the teacher could go with his personal problems.

Insufficient evidence was found to reject the null hypothesis for Items 2, 4, 5, 6, 7, 8, 9 and 10.

(3) A comparison of teachers between thirty-one and fifty, and teachers over fifty was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers between thirty-one and fifty and those over fifty years of age in their expectations for each item categorized under the general heading of principal's attributes. Sufficient evidence could not be found to reject the null hypothesis for any of the items. It was then concluded that teachers in these two age groups did not differ in their expectations with respect to the ten items describing the principal's attributes.

Religion. A comparison of Roman Catholic and Protestant teachers was made by testing the following hypothesis: There is no significant difference in the distribution of responses between Roman Catholic and Protestant teachers in their expectations for each item categorized under the heading of principal's attributes.

Since there was insufficient evidence to reject the null hypothesis the researcher concluded that Roman Catholics and Protestants constitute a single population in terms of





their expectations for the ten items describing the principal's attributes.

Experience. (1) A comparison of teachers with one or two years of experience, and teachers with three to ten years of experience was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with one or two years of teaching experience and those with three to ten years in their expectations for each item categorized under the general heading of principal's attributes. Since there was insufficient evidence to reject the null hypothesis, it was concluded that teachers with one or two years of experience, and teachers with three to ten years of experience came from the same population and that their expectations for the ten attribute items were similar.

(2) A comparison of teachers with one or two years of experience, and teachers with eleven to twenty years of experience was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with one or two years of teaching experience and those with eleven to twenty years in their expectations for each item categorized under the general heading of principal's attributes.

Since there was insufficient evidence to reject the null hypothesis, it was concluded that teachers with one or



two years of teaching experience and those with eleven to twenty years of experience came from the same population and that their expectations were similar for the ten attribute items.

(3) A comparison of teachers with one or two years of experience, and teachers with over twenty years of experience was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with one or two years of teaching experience and those with more than twenty years in their expectations for each item categorized under the general heading of principal's attributes.

Since there was not sufficient evidence to reject the null hypothesis, it was concluded that teachers with one or two years of teaching experience and those with more than twenty years came from the same population and that their expectations were similar for the ten attribute items.

(4) A comparison of teachers with three to ten years of teaching experience, and teachers with eleven to twenty years was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with three to ten years of teaching experience and those with eleven to twenty years in their expectations for each item categorized under the general heading of principal's attributes.



Since there was insufficient evidence to reject the null hypothesis, the researcher concluded that these two groups of teachers came from the same population and that their expectations were similar for the ten attribute items.

(5) A comparison of teachers with three to ten years and teachers with over twenty years of teaching experience was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with three to ten years of teaching experience and those with more than twenty years in their expectations for each item categorized under the general heading of principal's attributes.

There was sufficient evidence to reject this null hypothesis for Item 3 with the resulting conclusion that these two groups constitute two populations when consideration is given to this item.

A comparison of the responses given to Items 1 and 2, and 4 to 10, did not provide sufficient evidence to reject the null hypothesis. It was concluded that for these items the two experience groups were drawn from the same population and that a difference in expectations did not exist.

(6) A comparison of teachers with eleven to twenty years and over twenty years of experience was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with eleven



to twenty years of teaching experience and those with more than twenty years in their expectations for each item categorized under the general heading of principal's attributes.

Since there was insufficient evidence to reject the null hypothesis, the researcher concluded that these two groups of teachers came from the same population and that their expectations were similar for the ten attribute items.

Training. (1) Teachers with one year of training were compared with teachers with two or three years by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with one year of teacher training and those with two or three years in their expectations for each item categorized under the general heading of principal's attributes.

Since there was not sufficient evidence to reject the null hypothesis the researcher concluded that these two sub-groups came from the same population and that their expectations with respect to the ten attribute items did not differ.

(2) Teachers with one year of training were compared with teachers having four to six years of training by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with one year of training and those with four to six years in their





expectations for each item categorized under the general heading of principal's attributes.

The distribution of responses for these two sub-groups provided sufficient evidence to reject the null hypothesis and permit the conclusion that teachers with one year of training differed significantly from teachers with four to six years of training with respect to expectations for Item 9.

A comparison of the responses given to Items 1 to 8 and 10 did not provide sufficient evidence to reject the null hypothesis. It was concluded that for these items the two sub-groups were drawn from the same population and that a difference in expectations did not exist.

(3) A comparison of teachers with two or three years, and teachers with four to six years of training was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with two or three years of teacher training and those with four or more years in their expectations for each item categorized under the general heading of principal's attributes.

There was sufficient evidence to reject this null hypothesis for Item 9 with the conclusion following that these two groups constitute two populations when consideration is given to this item.



Recency of training. The hypothesis related to recency of training follows: There is no significant difference in the distribution of responses between teachers who have taken their teacher training before 1960 and those who have taken teacher training since 1960.

Since there was not sufficient evidence to reject the null hypothesis, it was concluded that recency of training did not produce teacher sub-groups with differing expectations for the ten items categorized under principal's attributes.

Grade taught. Three comparisons of teachers at various grade levels were made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers:

- (a) who teach grades 1, 2, or 3 and those who teach 4, 5, or 6.
- (b) who teach grades 1, 2, or 3 and those who teach 7, 8, or 9.
- (c) who teach grades 4, 5, or 6 and those who teach 7, 8, or 9.

in their expectations for each item categorized under the general heading of principal's attributes.

Since there was not sufficient evidence to reject the null hypothesis, it was concluded that the expectations for the ten items listed under principal's attributes were independent of grade level position.



## III. SUMMARY

Differences in expectation ratings were noted on four of the attribute statements:

Should be a good public speaker.

Teachers under thirty were more in favor of this attribute than teachers who were over fifty.

Should be a person a teacher could go to with his personal problems.

Teachers over thirty expected this attribute more than teachers under thirty.

Teachers with twenty or more years of experience were more insistent that the principal should be a person a teacher could go to with his personal problems than teachers with three to ten years experience.

Should be a good teacher.

Nearly all of the teachers between thirty-one and fifty definitely expected this attribute but teachers under thirty were less insistent on this point.

Should hold at least a B. Ed. degree.

Respondents with a degree expected the principal to have a degree but those individuals without a degree, although they thought it desirable, tended to take a more neutral position on this point.



## CHAPTER VII

### TESTS OF HYPOTHESES RELATIVE TO THE PRINCIPAL'S SCHOOL MANAGEMENT BEHAVIOR

Three position groups were asked to respond to the following twenty statements dealing with their expectations of the principal's school management behavior.

- (11) The principal should devote at least half of his time to improvement of the instructional program.
- (12) The principal should be a firm disciplinarian.
- (13) The principal should do some classroom teaching each year.
- (14) The principal should visit each classroom several times each year.
- (15) The principal should visit classrooms, for purposes of observation, by appointment only.
- (16) The principal should be one of the first staff members in the building each morning.
- (17) The principal should take a regular turn on the supervisory duty schedule.
- (18) The principal should have the teachers evaluate him periodically as a means for determining his effectiveness..
- (19) The principal should review and, if he deems it necessary, revise report cards before they





are sent home.

- (20) The principal should be one of the main sources of counselling help for the teachers in efforts to solve individual student problems.
- (21) The principal should administer the achievement and mental tests for his building.
- (22) The principal should see that an agenda is distributed at least a few hours before each faculty meeting.
- (23) If corporal punishment is to be used in discipline, the principal should be the only person in the building to administer it.
- (24) The principal should help the janitor to plan his work and supervise the results.
- (25) The principal should involve his staff in formulating school policy.
- (26) The principal should initiate in-service education programs.
- (27) The principal should participate in the selection of teaching staff.
- (28) The principal should formally evaluate teachers as a means for determining their effectiveness.
- (29) The principal should recommend the dismissal of teachers whom he believes to be incompetent.
- (30) The principal should expect teachers who do not hold an approved degree to improve their



qualifications by attending summer school.

# I. FINDINGS RELATIVE TO THE RESPONSE OF POSITION GROUPS

## Significant Items

Three comparisons were made for each of the twenty items related to the principal's school management behavior. The principals' responses were compared with those of the superintendent, the principals' responses with those of the teachers, and finally the superintendents' with the teachers'. A tabulation of the results is included in Appendix E.

Nine of the thirty comparisons revealed a significant difference.

Item 12, the principal should be a firm disciplinarian, revealed a difference between principals and teachers, and superintendents and teachers. Figure 13 illustrates that teachers felt very strong in their support of this statement but superintendents did not expect the principal to behave this way. One-third of the superintendents even felt that the principal should not be a firm disciplinarian. Frazier<sup>1</sup> found that teachers did in fact show a strong desire for a firm disciplinarian and often suggested that this was a

---

<sup>1</sup>Calvin M. Frazier, "Role Expectations of the Elementary Principal as Perceived by Superintendents, Principals and Teachers " (unpublished Doctoral dissertation, The University of Oregon, Eugene, Oregon, 1964), p. 92.



necessity for the principal if he was to have the respect of students and teachers. Principals, Frazier reported, acknowledged the presence of this expectation but expressed difficulty in consistently meeting it.

Item 14, illustrated in Figure 14, revealed a difference between teachers and superintendents which was significant to the .001 level of confidence. While 60 per cent of the superintendents felt that the principal should definitely visit each classroom several times each year, 55 per cent of the teachers recognized this as desirable but 22 per cent of the teachers were not in favor of this visitation. The principals did not differ significantly with either group because their response represented a median position.

Figure 15 illustrates the responses given to Item 26; the principal should initiate in-service education programs. While no significant difference was found between the expectations of principals and teachers, principals and superintendents, and teachers and superintendents did differ. Principals' and teachers' responses were nearly identical. Superintendents were definitely in support of this item while principals and teachers thought it somewhat desirable.

Item 27, introducing the idea that a principal should participate in the selection of staff and illustrated in Figure 16, demonstrates that principals definitely felt that they should be involved in the selection of staff. While



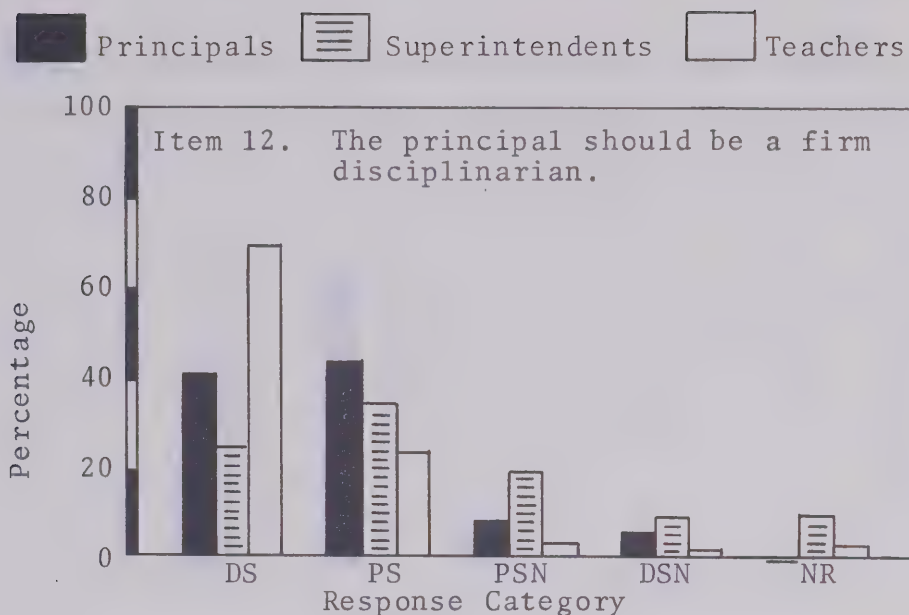


FIGURE 13

THE DISTRIBUTION OF PRINCIPALS', SUPERINTENDENTS', AND  
TEACHERS' RESPONSES FOR ITEM 12

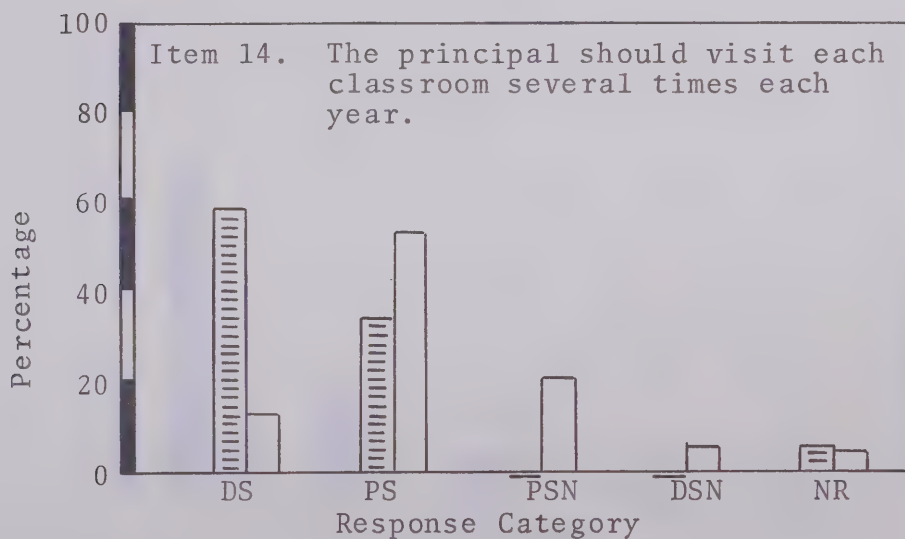


FIGURE 14

THE DISTRIBUTION OF SUPERINTENDENTS' AND  
TEACHERS' RESPONSES FOR ITEM 14





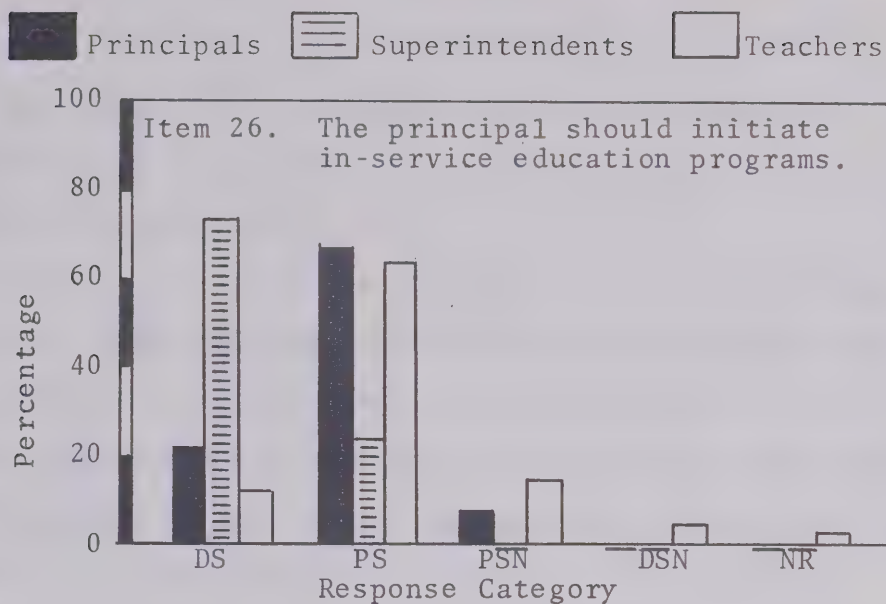


FIGURE 15

THE DISTRIBUTION OF PRINCIPALS', SUPERINTENDENTS', AND TEACHERS' RESPONSES FOR ITEM 26

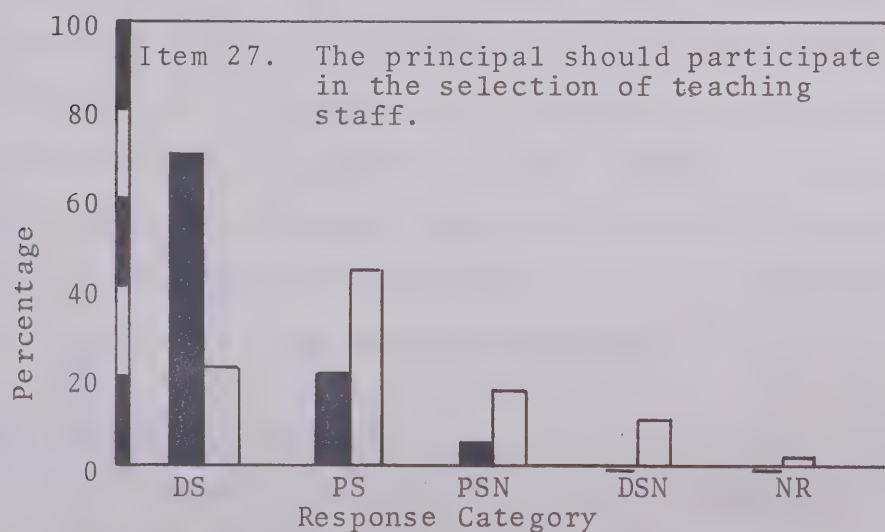


FIGURE 16

THE DISTRIBUTION OF PRINCIPALS' AND TEACHERS' RESPONSES FOR ITEM 27



nearly one-half of the teachers felt that this may be desirable over 25 per cent did not want the principal involved in staff selection.

Item 29, illustrated in Figure 17, stated that the principal should recommend the dismissal of teachers whom he believes to be incompetent. The difference was found to exist between the expectations of principals and teachers. The principals' should ratings were always greater than the teachers' but the reverse was true in the should not categories. Although the statistics were not refined enough to give conclusive evidence, a possible conflict could exist here.

Another area of possible conflict was revealed in Figure 18 which illustrates Item 30; the principal should expect teachers who do not hold an approved degree to improve their qualifications by attending summer school. Teachers differed from both principals and superintendents in their expectations for this item. Principals and superintendents seemed to favor this item more than teachers.

#### Statement Regarding Hypotheses

The null hypothesis read: There is no significant difference in the distribution of responses between:

- (a) Principals and superintendents,
- (b) Principals and teachers, and,
- (c) Superintendents and teachers,



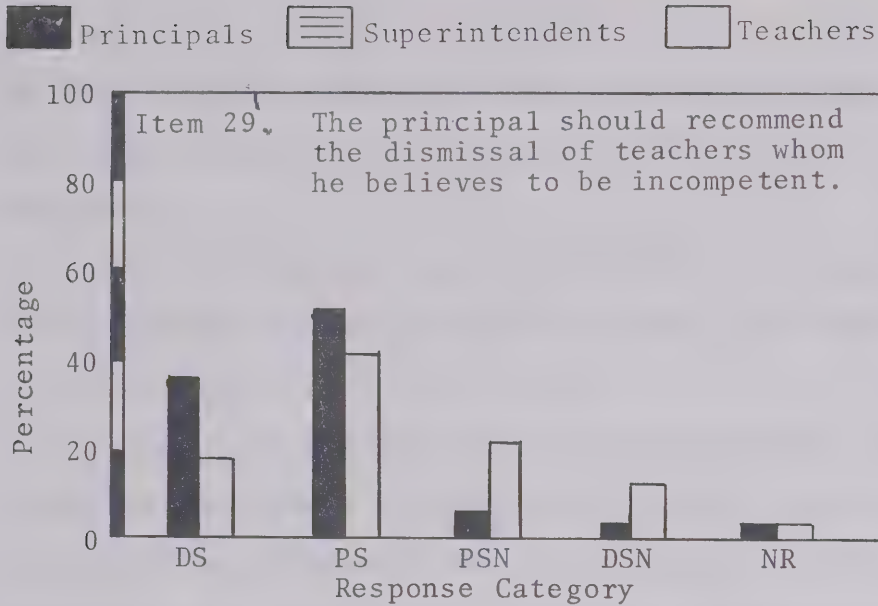


FIGURE 17

THE DISTRIBUTION OF PRINCIPALS' AND TEACHERS' RESPONSES FOR ITEM 29

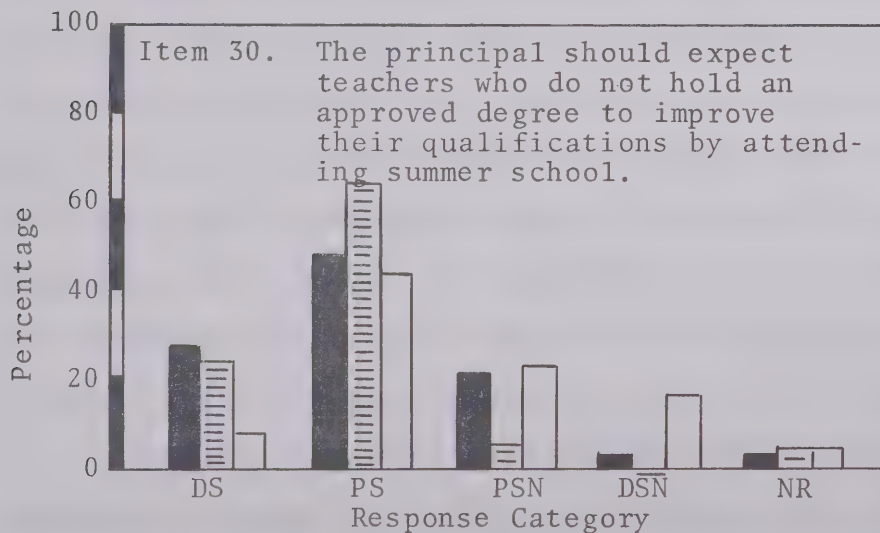


FIGURE 18

THE DISTRIBUTION OF PRINCIPALS', SUPERINTENDENTS', AND TEACHERS' RESPONSES FOR ITEM 30



in their expectations for Items 11 to 30 which are categorized under the general heading of principal's school management behavior.

On the basis of responses tabulated in Appendix E the hypotheses cannot be rejected except for Items 12, 14, 26, 27, 29 and 30.

Item 12. The principal should be a firm disciplinarian. There was sufficient evidence to reject the hypothesis that principals and teachers, and superintendents and teachers did not differ significantly in their expectations for this item, but there was insufficient evidence to demonstrate that principals and superintendents differed.

Item 14. The principal should visit each classroom several times each year. There was insufficient evidence to reject the hypotheses that principals and superintendents, and principals and teachers did not differ with respect to this item, but sufficient evidence was found to reject the hypothesis with respect to superintendents and teachers. It was concluded that superintendents and teachers held significantly different expectations for Item 14.

Item 26. The principal should initiate in-service education programs. Insufficient evidence was found to reject the hypothesis relating to principal-teacher expectations but sufficient evidence was found to reject the hypotheses relating to principal-superintendent and superintendent-teacher expectations. It was concluded that principals and





superintendents, and superintendents and teachers held significantly different expectations for Item 26.

Item 27. The principal should participate in the selection of teaching staff. Sufficient evidence was found to reject the hypothesis relating to the principal-teacher comparison. Evidence obtained was not sufficient to reject the hypothesized similarity between principals' and superintendents', and superintendents' and teachers' expectations. It was concluded that principals and teachers held significantly different expectations for Item 27.

Item 29. The principal should recommend the dismissal of teachers whom he believes to be incompetent. Sufficient evidence was found to reject the hypothesis relating to the principal-teacher comparison. Evidence obtained was not sufficient to reject the hypothesized similarity between principals' and superintendents', and superintendents' and teachers' expectations for Item 29. It was concluded that principals and teachers did hold significantly different expectations for Item 29.

Item 30. The principal should expect teachers who do not hold an approved degree to improve their qualifications by attending summer school. A comparison of principals' and superintendents' expectations did not provide sufficient evidence to reject the null hypothesis. It was therefore concluded that these two position groups did not differ significantly in their expectations for Item 30. Sufficient



evidence was found for this item to reject the null hypotheses dealing with a comparison of principals' and teachers', and superintendents' and teachers' expectations.

## II. FINDINGS RELATIVE TO THE RESPONSE OF TEACHER SUB-GROUPS

### Significant Items

Following the comparison of position groups, each of the twenty items relating to the principal's school management behavior was compared on the basis of teacher sub-groups. Each item was subjected to nineteen comparisons. (See Table IV, page 227, comparisons 4 through 22).

Sex. Teacher sub-groups classified on the basis of sex responded to the twenty items relating to the principal's school management behavior. Of the twenty comparisons, Items 17, 18, 20 and 27 revealed a significant difference between the two sexes. (Table XVII, Appendix F).

Figure 19 illustrates the distribution of male and female responses for Item 17. Over one-third of the female teachers felt that a principal should take a regular turn on the supervisory duty schedules. Forty-four per cent of the males agreed that this may be advisable while 40 per cent felt that it was not desirable.

Item 18, illustrated in Figure 20, reveals another significant difference between male and female expectations.



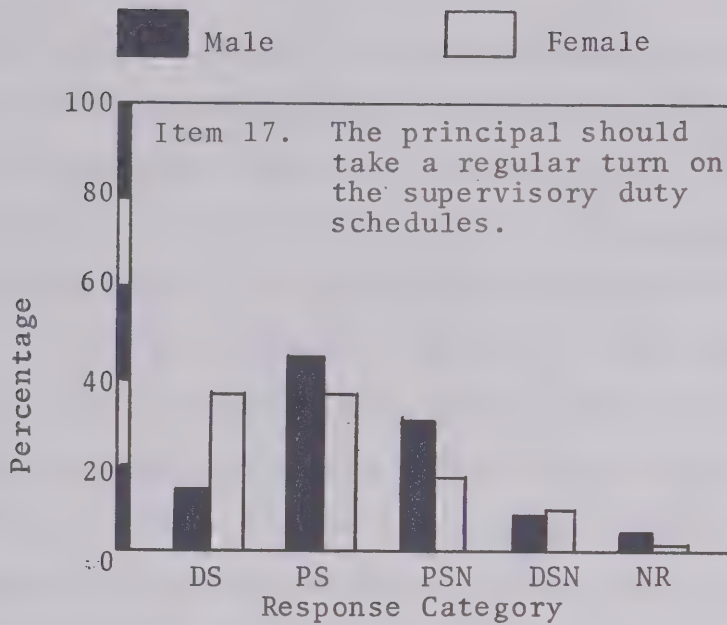


FIGURE 19

THE DISTRIBUTION OF MALE AND FEMALE TEACHERS' RESPONSES FOR ITEM 17

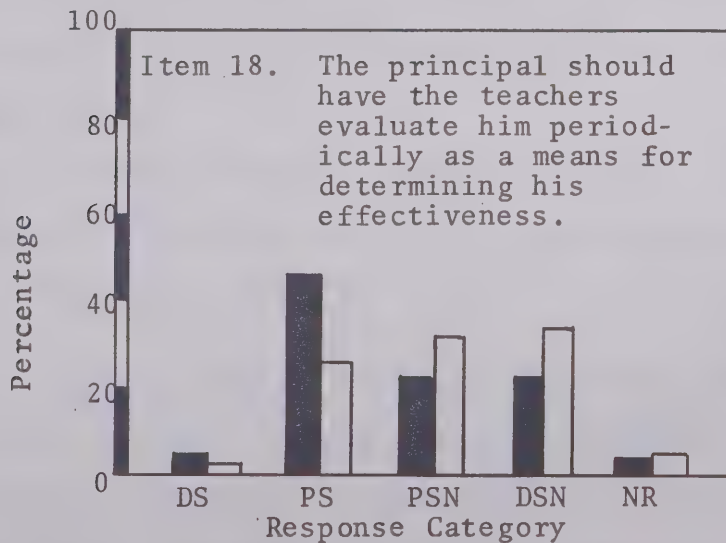


FIGURE 20

THE DISTRIBUTION OF MALE AND FEMALE TEACHERS' RESPONSES FOR ITEM 18



Forty-six per cent of the male responses fell in the preferably should category as compared with 26 per cent of the females. Sixty-six per cent of the females indicated that the principal should not have the teachers evaluate him periodically as a means for determining his effectiveness.

Item 20, Figure 21, reveals a significant difference in the intensity of feeling only. Both sub-groups agreed that the principal should be one of the main sources of counselling help for the teachers in efforts to solve individual student problems. Seventy-one per cent of the females indicated that the principal should definitely possess this attribute.

A greater number of male than female teachers felt that a principal should participate in the selection of teaching staff. This difference has been illustrated in Figure 22.

A table showing a comparison of the responses given by male and female teachers to school management items is included in Appendix F.

Marital Status. None of the twenty items relating to the principal's school management behavior revealed a significant difference between married and single teachers. Table XVIII in Appendix F contains a tabulation of the responses given by married and single teachers to the twenty school management items.





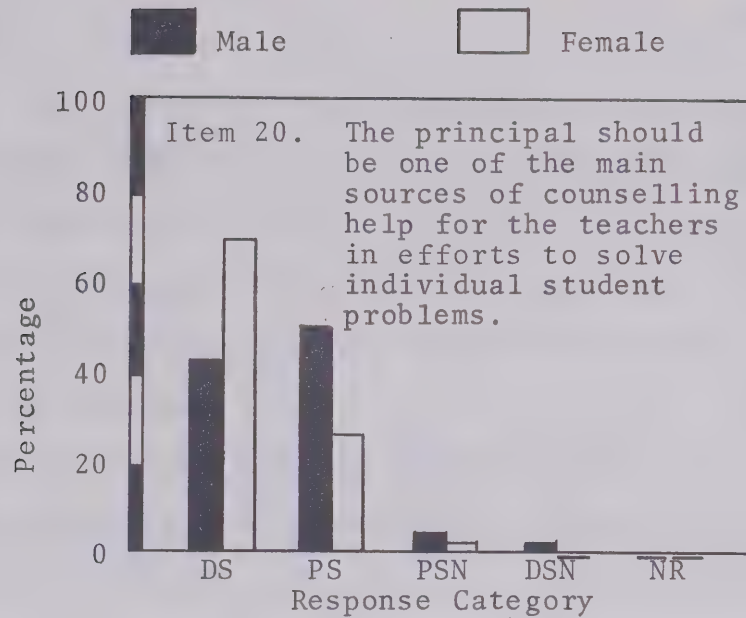


FIGURE 21

THE DISTRIBUTION OF MALE AND FEMALE TEACHERS' RESPONSES FOR ITEM 20

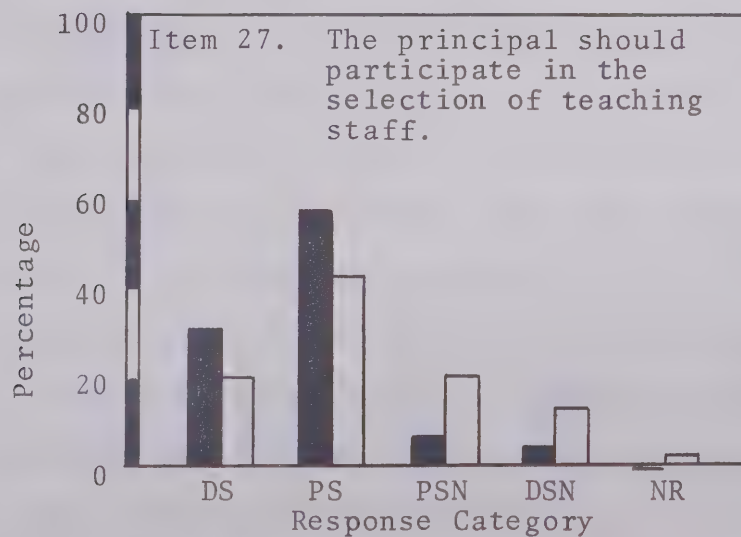


FIGURE 22

THE DISTRIBUTION OF MALE AND FEMALE TEACHERS' RESPONSES FOR ITEM 27



Age. The respondents were categorized in three age groups: teachers under thirty, teachers from thirty-one to fifty, and teachers over fifty. Because of the three sub-groups, three comparisons were made for each item. Figures 23, 24 and 25 illustrate the four comparisons which revealed significant differences.

Figure 23 illustrates the responses given by the three age groups to Item 18; the principal should have the teachers evaluate him periodically as a means for determining his effectiveness. A significant difference was found between the responses of teachers under thirty and those between thirty-one and fifty, and teachers under thirty and those over fifty. It would appear that teachers under thirty constitute one population while all teachers over thirty constitute another population with respect to Item 18. Nearly 50 per cent of the young teachers felt that this evaluation would be desirable while 50 per cent of the two other groups combined thought it a worthwhile activity.

Of the three comparisons for Item 24, only one was significant. Figure 24 illustrates the significant difference which was found to exist between the responses of teachers under thirty and teachers between thirty-one and fifty. A significantly greater percentage of the younger teachers indicated their expectation as should not or definitely should not. The majority of the middle aged group expected the principal to help the janitor plan his work and supervise



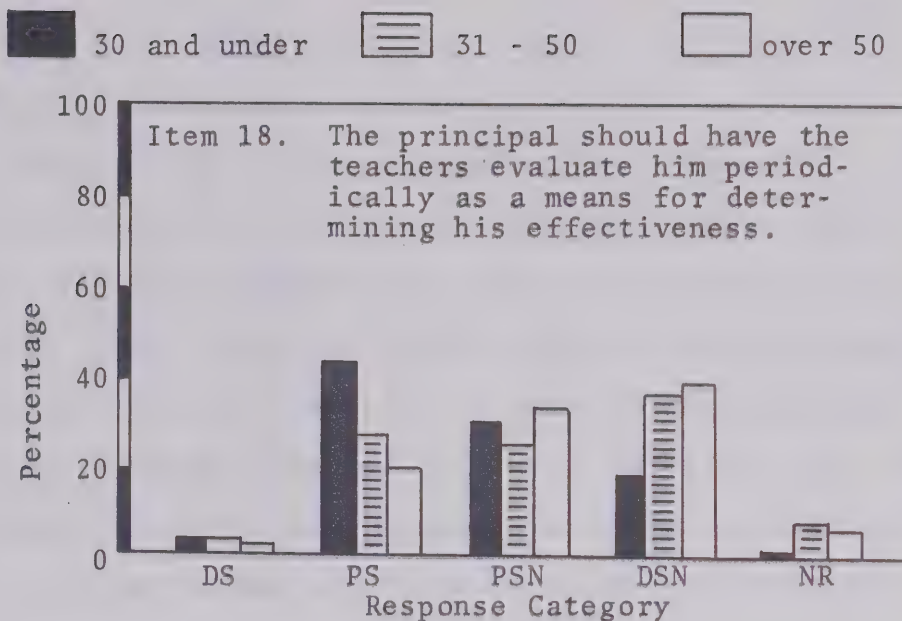


FIGURE 23

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN THREE AGE GROUPS FOR ITEM 18

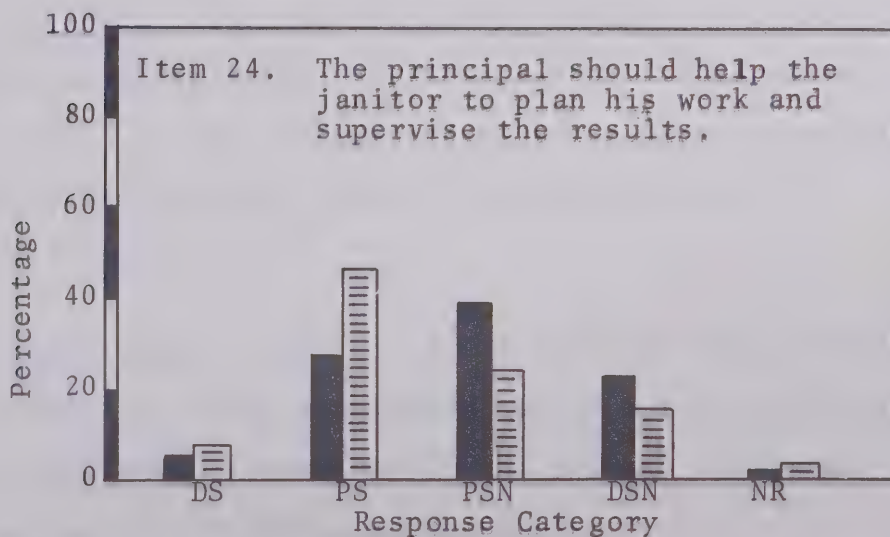


FIGURE 24

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN TWO AGE GROUPS FOR ITEM 24



the results.

Teachers in all age categories felt that the principal should involve his staff in formulating school policy. The data gathered for Item 25 is illustrated in Figure 25. The significant difference was found to exist between the responses of teachers under thirty and those over fifty. Younger teachers were very definite about this expectation while the older group, admitting its desirability, scored the greater number of responses in the preferably should category.

A tabulation of all responses given by the age sub-groups is included in Table XIX in Appendix F.

Religion. The two sub-groups based on religion did not reveal any significant differences in the responses to items related to the principal's school management behavior. The tabulation of these results has been included in Appendix F, Table XX.

Experience. Only two of the twenty items related to the principal's school management behavior revealed a significant difference between any of the teacher sub-groups based on years of teaching experience.

Item 18, illustrated in Figure 26, differentiated between teachers with one or two years of experience and those with eleven to twenty years, and teachers with one or two years of experience and those with over twenty years.





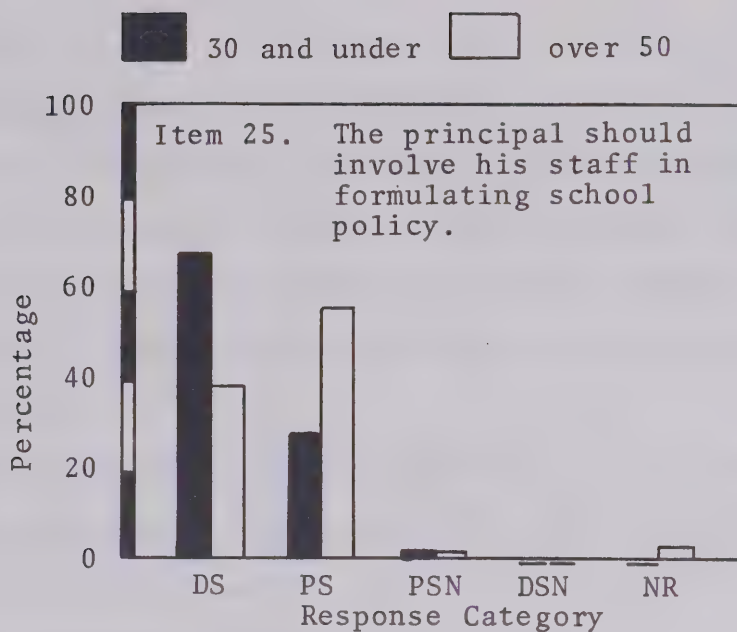


FIGURE 25

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN TWO AGE GROUPS FOR ITEM 25



Teachers with limited experience were more in agreement with the concept of evaluating the principal periodically as a means for determining his effectiveness.

Item 25 asked respondents to indicate whether or not a principal should involve his staff in formulating school policy.

The difference in opinion existed between teachers with one or two years of experience and teachers with eleven to twenty years, and teachers with one or two years of experience and those with over twenty years.

Teachers with one or two years of experience differed from these other two groups in that 80 per cent of the less experienced group felt that the principal should definitely involve his staff in formulating school policy. Teachers with eleven to twenty years of experience were in agreement with this principle but were less positive in expressing this.

A tabulation of responses given by teachers in experience sub-groups to Items 11 to 30 is contained in Appendix F, Table XXI.

Teacher training. Years of teacher training was used to categorize teachers into three sub-groups: one year of teacher training, two or three years, and four to six years. In responding to Items 11 to 30, these three sub-groups demonstrated a significant difference of opinion on five items.

Item 18, dealing with the evaluation of the principal



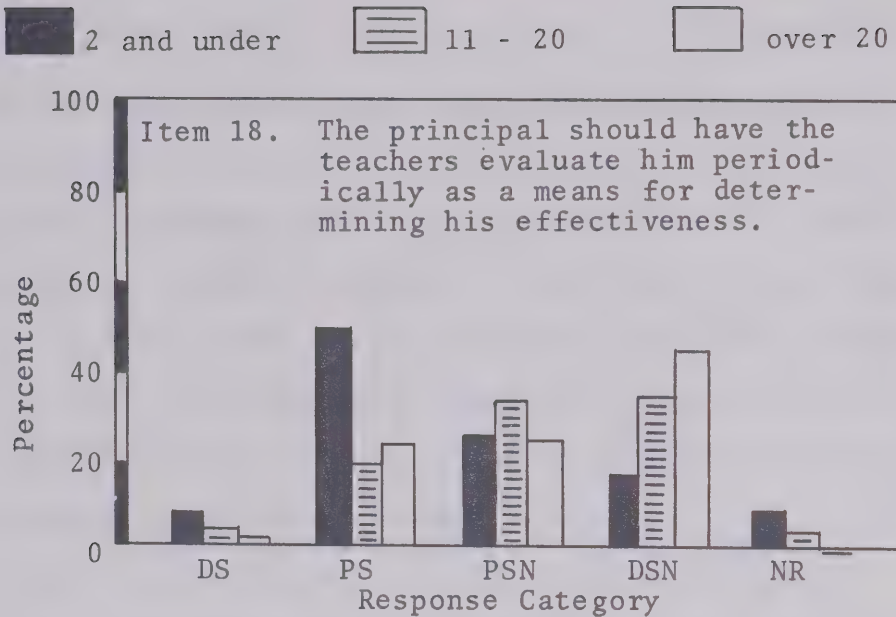


FIGURE 26

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN THREE EXPERIENCE GROUPS FOR ITEM 18

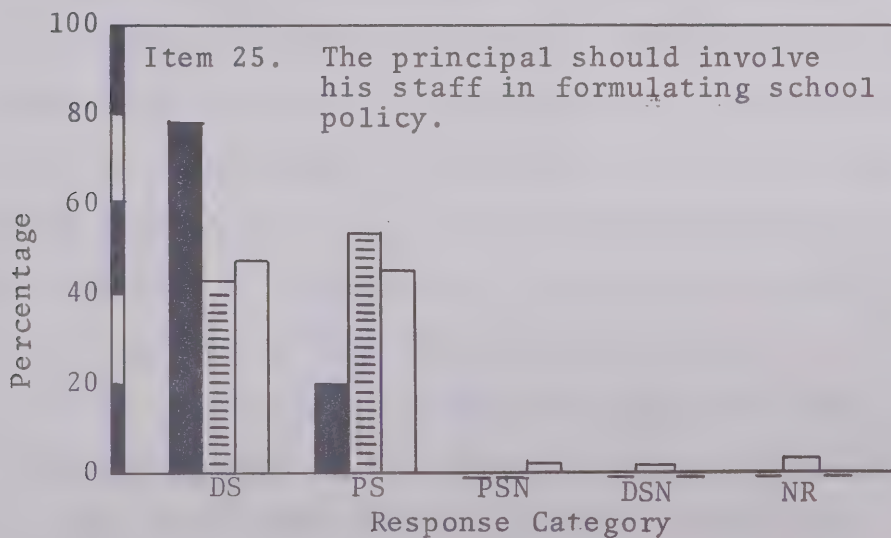


FIGURE 27

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN THREE EXPERIENCE GROUPS FOR ITEM 25



to determine his effectiveness, differentiated between teachers with one year of training and those with two or three years. Although teachers in general did not seem to regard this as a useful activity, 42 per cent of the teachers with two or three years of training felt that the principal should ask for this evaluation while less than half of this percentage of teachers with one year of training felt that the principal should be evaluated.

Item 23, illustrated in Figure 29, identified a significant difference between teachers with one year of training and those with four to six years. This item asked teachers whether or not the principal should be the only person in the building to administer corporal punishment, if it was to be used in student discipline. Sixty per cent of the teachers with one year of training were in favor of this idea, with the large majority of teachers in this category registering their response in the preferably should category. Teachers with four to six years of training were as much opposed to this item as the others were in favor.

Item 24, in Figure 30, states that the principal should help the janitor to plan his work and supervise the results. This item identified a significant difference between teachers with two or three years of training, and teachers with four to six years.

Sixty-three per cent of the teachers with four to six years of training felt the principal should or definitely





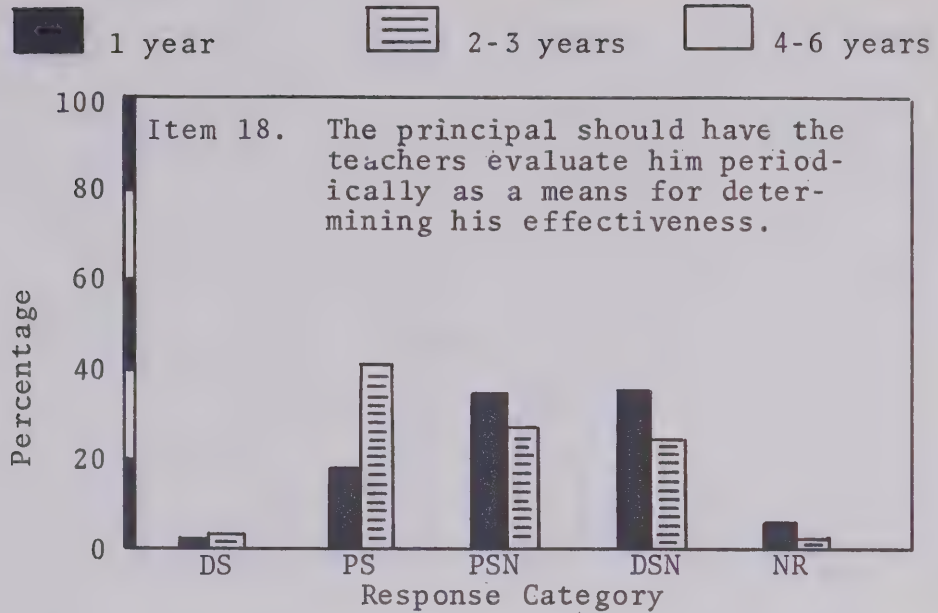


FIGURE 28

THE DISTRIBUTION OF RESPONSES BY TEACHERS AT TWO LEVELS OF TEACHER TRAINING FOR ITEM 18

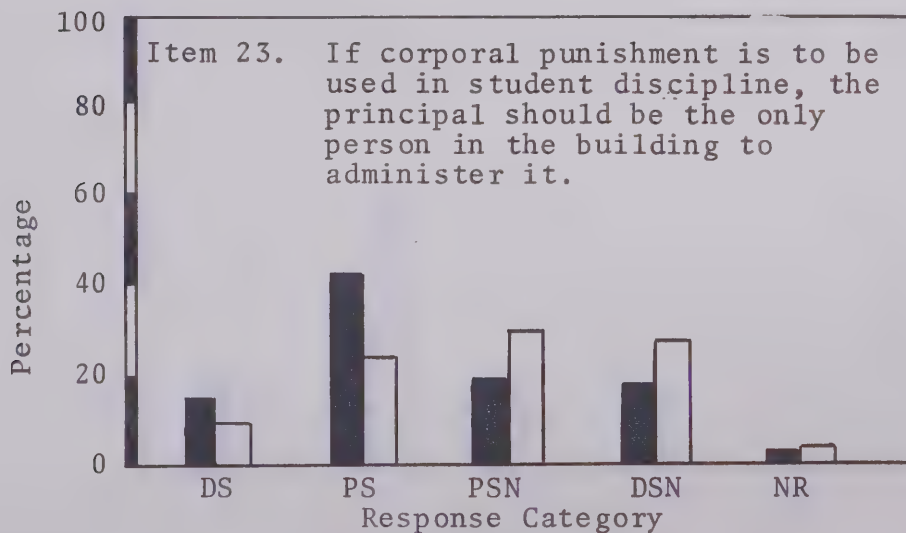


FIGURE 29

THE DISTRIBUTION OF RESPONSES BY TEACHERS AT TWO LEVELS OF TEACHER TRAINING FOR ITEM 23



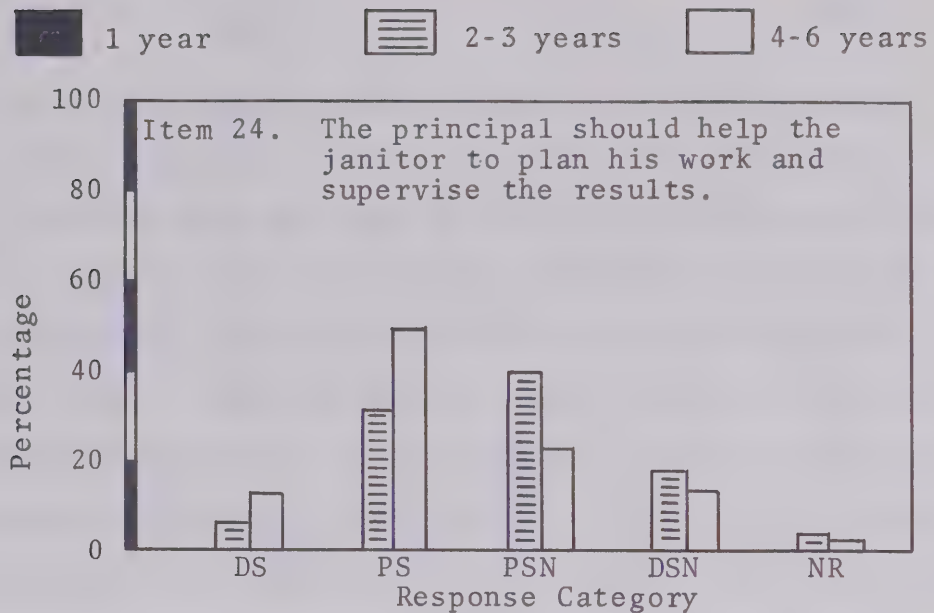


FIGURE 30

THE DISTRIBUTION OF RESPONSES BY TEACHERS AT TWO LEVELS OF TEACHER TRAINING FOR ITEM 24

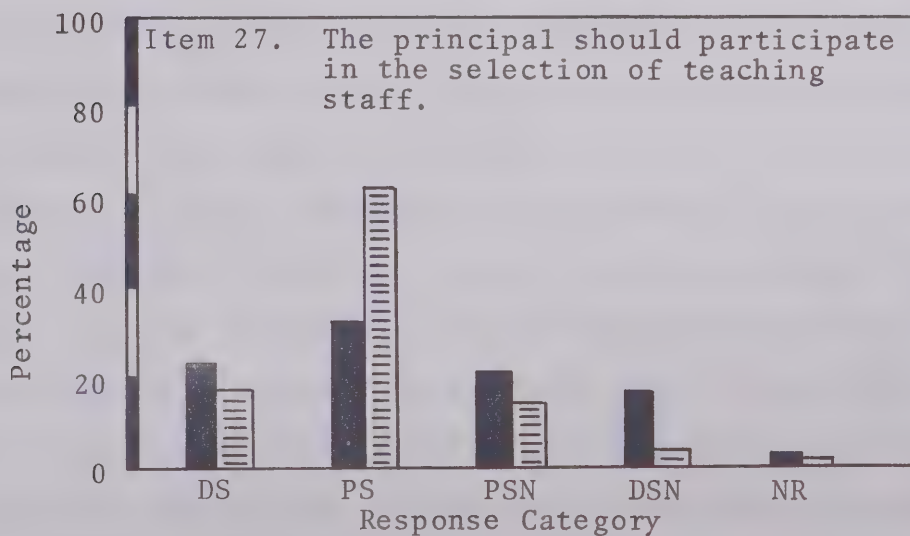


FIGURE 31

THE DISTRIBUTION OF RESPONSES BY TEACHERS AT TWO LEVELS OF TEACHER TRAINING FOR ITEM 27



should help the janitor while 38 per cent of the teachers in the middle category based on training felt this way.

Teachers with one year of training and those with two or three years were found to differ significantly on Item 27; the principal should participate in the selection of teaching staff. (See Figure 31). Sixty-three per cent of the teachers with two or three years of training agreed that the principal preferably should participate in the selection of teaching staff. Responses given by teachers with one year of training were quite equally distributed in the four categories.

Item 30 asked teachers whether or not a principal should expect teachers who do not hold an approved degree to improve their qualifications by attending summer school. The opinions of teachers with one year of training differed significantly from those of teachers with four to six years of training. A large percentage of teachers in the one year category indicated that the principal should preferably not or should definitely not hold definite expectations about teachers and their degree. On the other hand, 76 per cent of the teachers with four to six years of training felt that the principal should expect teachers without approved degrees to improve their qualifications by attending summer school.

Table XXII in Appendix F contains a tabulated summary of the responses given by teachers at three levels of teacher training for items eleven to thirty.



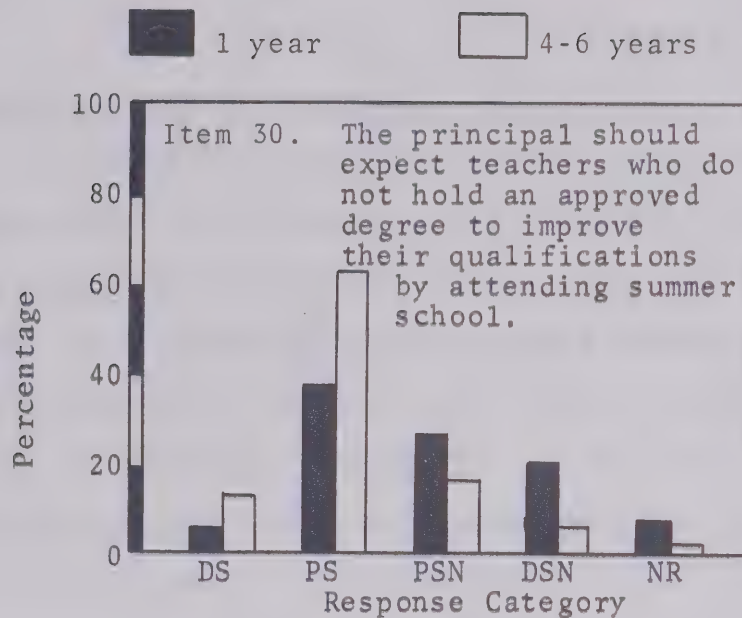


FIGURE 32

THE DISTRIBUTION OF RESPONSES BY TEACHERS AT TWO  
LEVELS OF TEACHER TRAINING FOR ITEM 30





Recency of teacher training. The teachers responding to the Expectations Questionnaire were divided into two sub-groups on the basis of the recency of their teacher training. In responding to Items 11 to 30, teachers who had taken their training before 1960 and teachers who were trained between 1960 and 1966 were found to differ significantly on six items: 11, 18, 20, 23, 27 and 30.

Item 11 suggests that a principal should devote at least half of his time to the improvement of the instructional program. Although both sub-groups thought this was necessary, teachers with recent training placed more emphasis on this aspect of the principal's school management.

Responses to Item 18 revealed a significant difference between teachers who had taken teacher training before 1960 and after 1960. Forty-three per cent of the teachers with relatively recent training felt that a principal's effectiveness should be evaluated, while only 21 per cent of the other group felt this way. In both of the should not categories, the percentage of the responses of teachers with non-recent training exceeded the percentage of responses by teachers with recent training.

Item 20 states that a principal should be one of the main sources of counselling help for the teachers in efforts to solve individual student problems. Both categories of teachers agreed that this was a desirable behavior for a principal but the recently-trained teachers were less



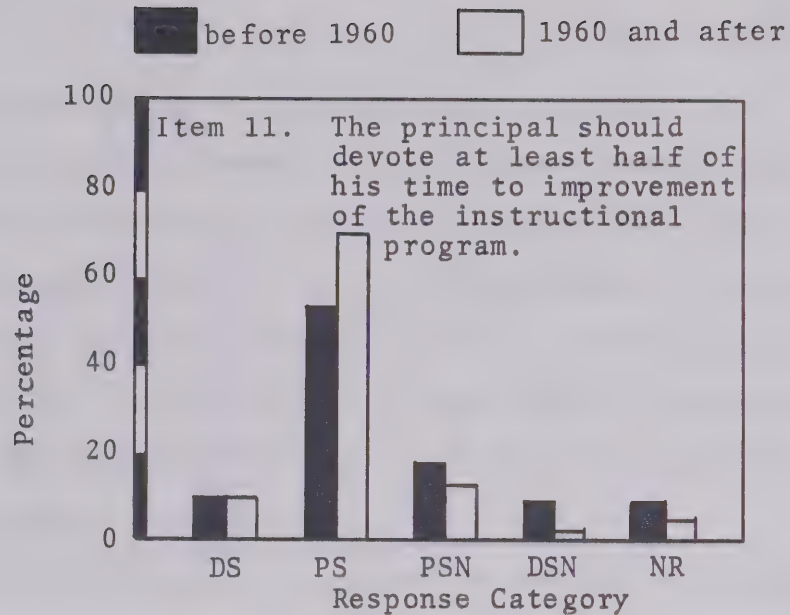


FIGURE 33

THE DISTRIBUTION OF RESPONSES BY TEACHERS WITH RECENT AND NON-RECENT TRAINING FOR ITEM 11

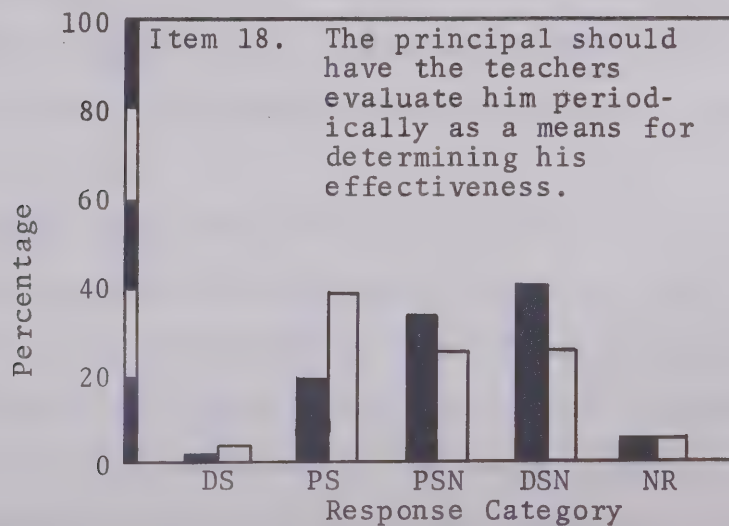


FIGURE 34

THE DISTRIBUTION OF RESPONSES BY TEACHERS WITH RECENT AND NON-RECENT TRAINING FOR ITEM 18



insistent than the group trained prior to 1960.

Teachers with recent and non-recent training also differed with respect to responses recorded for Item 23: if corporal punishment is to be used in student discipline, the principal should be the only person in the building to administer it. Teachers who had taken their training before 1960 were generally more in favor of this than teachers who had been trained after 1960.

The two sub-groups based on the recency of training revealed a significant difference in their response to Item 27 which was related to the principal and his participation in the selection of teaching staff. Although the majority of each sub-group felt this was desirable, a significantly larger number of teachers with training after 1960 indicated that the principal preferably should be active in the selection of staff.

Teachers who differ with respect to the recency of their training also differed significantly in their response to Item 30. This difference is illustrated in Figure 38. Sixty-three per cent of teachers with recent training felt that the principal should expect teachers who do not hold an approved degree to improve their qualifications by attending summer school while only 43 per cent of the other group indicated this. The majority of the teachers with training before 1960 felt that a principal should have expectations with regard to teachers and their attending summer school.



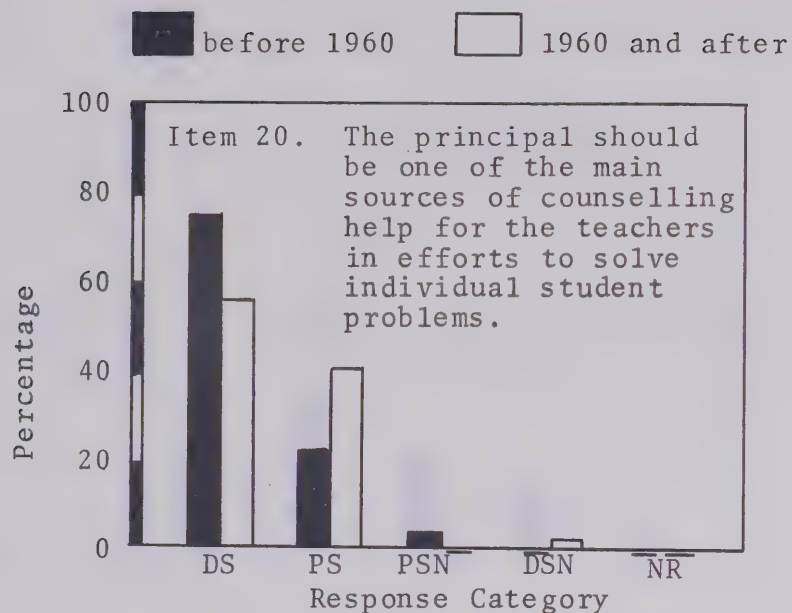


FIGURE 35

THE DISTRIBUTION OF RESPONSES BY TEACHERS WITH RECENT AND NON-RECENT TRAINING FOR ITEM 20

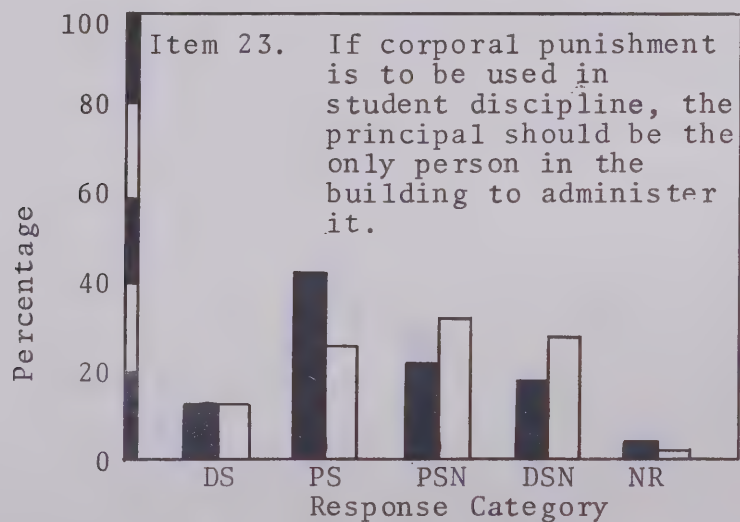


FIGURE 36

THE DISTRIBUTION OF RESPONSES BY TEACHERS WITH RECENT AND NON-RECENT TRAINING FOR ITEM 23





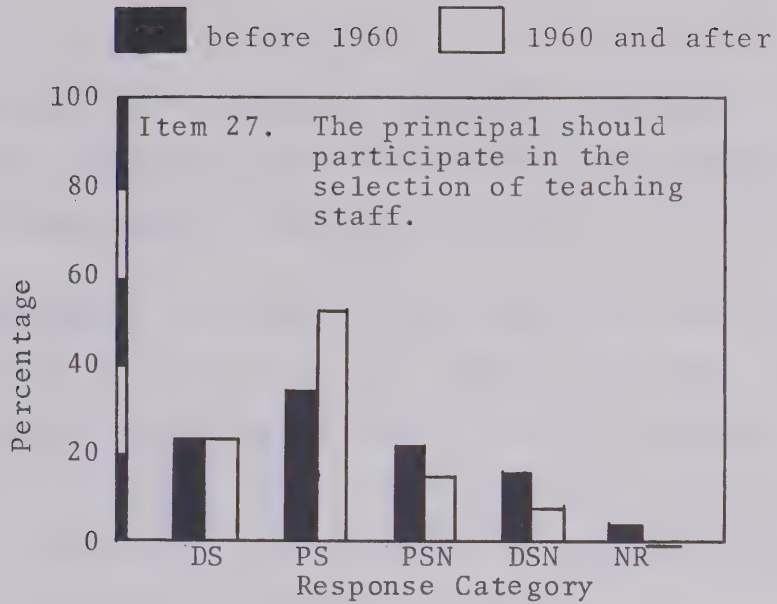


FIGURE 37

THE DISTRIBUTION OF RESPONSES BY TEACHERS WITH RECENT  
AND NON-RECENT TRAINING FOR ITEM 27

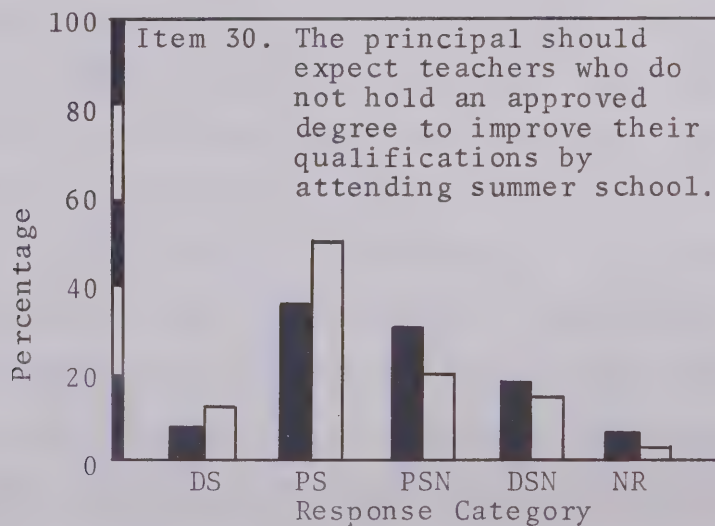


FIGURE 38

THE DISTRIBUTION OF RESPONSES BY TEACHERS WITH RECENT  
AND NON-RECENT TRAINING FOR ITEM 30



Table XXIII in Appendix F contains a tabulated summary of the responses given by teachers with training before and after 1960 to Items 11 to 30.

Grade taught. Teachers in the three divisions: grades 1, 2, and 3; 4, 5, and 6; and 7, 8, and 9, were asked to respond to school management Items 11 to 30. Responses for Items 20, 27, and 30 revealed significant differences between the sub-groups. The tabulated responses have been included in Table XXIV in Appendix F.

Responses for Item 20 reveal a significant difference between teachers of division one and junior high teachers. Both groups felt that the principal should be one of the main sources of counselling help for the teachers in efforts to solve individual student problems, but significantly more of the teachers in division one stated that this should definitely be so. Figure 39 illustrates the significant differences in the responses of teachers in the two sub-groups.

Responses to Item 27 identified a significant difference between division one and junior high teachers, and division two and junior high teachers. A significantly greater number of definitely should and preferably should responses were recorded for the junior high teachers than for division one or two teachers. Junior high teachers were more inclined to feel that the principal should participate in the selection of teaching staff.



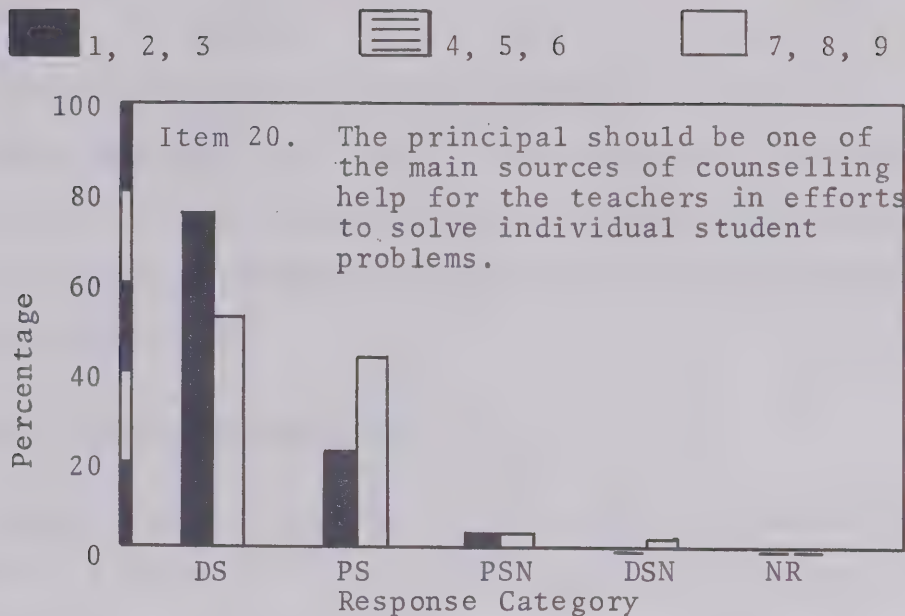


FIGURE 39

THE DISTRIBUTION OF RESPONSES BY TEACHERS AT TWO  
GRADE LEVELS FOR ITEM 20

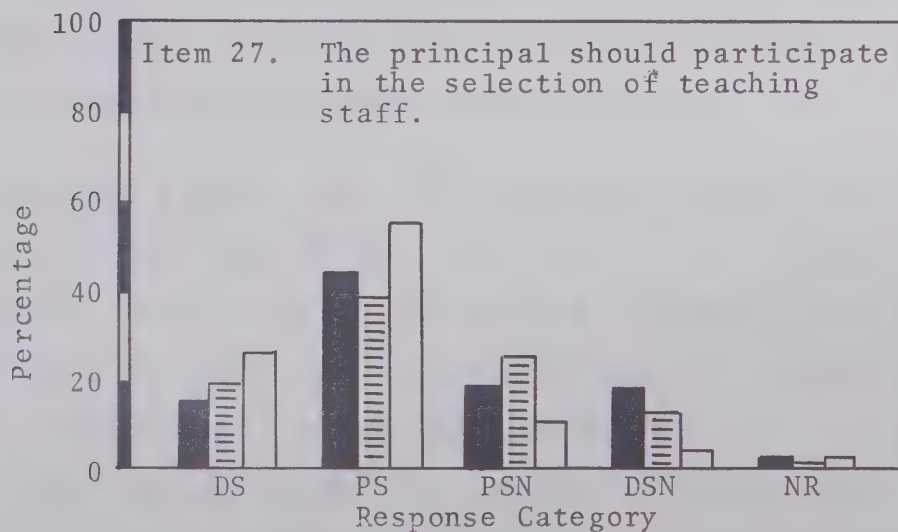


FIGURE 40

THE DISTRIBUTION OF RESPONSES BY TEACHERS AT THREE  
GRADE LEVELS FOR ITEM 27



Figure 41 illustrates the difference which was found when responses for Item 30 were compared. Fifty-six per cent of the junior high teachers recorded a preferably should response as compared to 40 per cent of the teachers in division one.

#### Statement Regarding Hypotheses

Sex. The null hypothesis for sub-groups classified on the basis of sex read: There is no significant difference in the distribution of responses between male and female teachers in their expectations for each item categorized under the general heading of principal's school management behavior.

There was sufficient evident to reject this hypothesis for Items 17, 18, 20 and 27 but insufficient evidence to reject the hypothesis for the other items from 11 to 30.

Marital status. The null hypothesis being tested read: There is no significant difference in the distribution of responses between single and married teachers in their expectations for each item categorized under the general heading of principal's school management behavior.

There was not sufficient evidence to reject the null hypothesis. It was concluded that marriage did not produce sub-groups which held significantly different expectations for the principal's school management behavior.

Age. (1) A comparison of teachers under thirty years





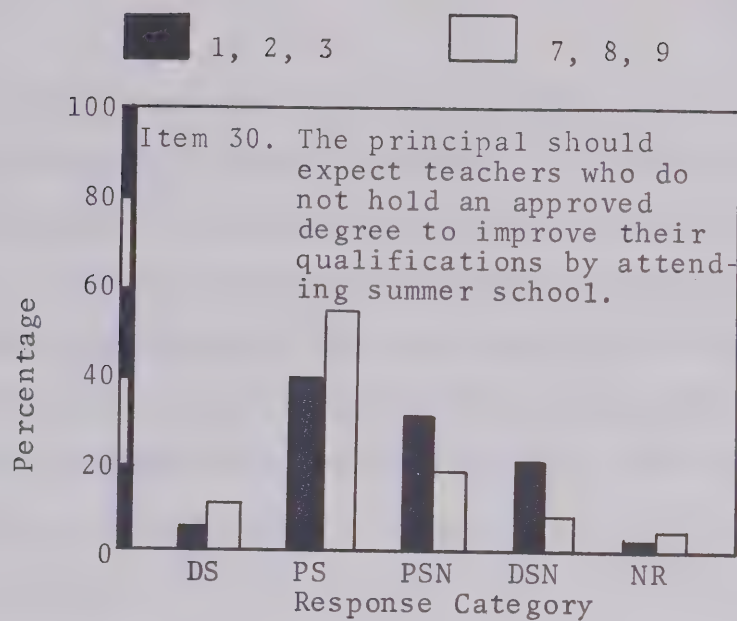


FIGURE 41

THE DISTRIBUTION OF RESPONSES BY TEACHERS AT THREE  
GRADE LEVELS FOR ITEM 30



of age and those between thirty-one and fifty was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers under thirty years of age and those between thirty-one and fifty in their expectations for each item categorized under the general heading of principal's school management behavior.

There was sufficient evidence to reject the above hypothesis for Items 18 and 24. It was concluded that for these two items age did produce sub-groups with significantly different expectations.

(2) A comparison of teachers under thirty and those over fifty was made by testing the following null hypothesis: There is no significant difference in the distribution of responses between teachers under thirty years of age and those over fifty in their expectations for each item categorized under the general heading of principal's school management behavior. Sufficient evidence was found to reject this hypothesis for Items 18 and 25. It was concluded that teachers below thirty and those over fifty constituted sub-groups with significantly different expectations for these two items.

(3) A comparison of teachers between thirty-one and fifty, and teachers over fifty was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers between thirty-one and fifty and those over fifty years of age in their



expectations for each item categorized under the general heading of principal's school management behavior. Sufficient evidence could not be found to reject the null hypothesis for any of the school management items. It was concluded that teachers in these two age groups did not differ in their expectations with respect to the twenty items describing the principal's school management behavior.

Religion. A comparison of Roman Catholic and Protestant teachers was made by testing the following null hypothesis: There is no significant difference in the distribution of responses between Roman Catholic and Protestant teachers in their expectations for each item categorized under the general heading of principal's school management behavior.

Since there was insufficient evidence to reject the null hypothesis, the researcher concluded that Roman Catholics and Protestants constitute a single population with similar expectations for the twenty items describing the principal's school management behavior.

Experience. (1) A comparison of teachers with one or two years of experience, and teachers with three to ten years of experience was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with one or two years of teaching experience and those with three to ten years in their



expectations for each item categorized under the general heading of principal's school management behavior.

Since there was insufficient evidence to reject the null hypothesis, it was concluded that teachers with one or two years of experience, and teachers with three to ten years of experience came from the same population and that their expectations for the twenty school management items were similar.

(2) A comparison of teachers with one or two years of experience, and teachers with eleven to twenty years of experience was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with one or two years of teaching experience and those with eleven to twenty years in their expectations for each item categorized under the general heading of principal's school management behavior.

There was insufficient evidence to reject this null hypothesis for all school management items with the exception of Items 18 and 25. For these two items the conclusion followed that there was, indeed, a significant difference in the distribution of responses between teachers with one or two years of teaching experience and those with eleven to twenty years.

(3) A comparison of teachers with one or two years of teaching experience, and teachers with over twenty years of experience was made by testing the following hypothesis:





There is no significant difference in the distribution of responses between teachers with one or two years of teaching experience and those with more than twenty years in their expectations for each item categorized under the general heading of principal's school management behavior.

There was insufficient evidence to reject this null hypothesis for all school management items with the exception of Items 18 and 25. For these two items, the conclusion followed that there was a significant difference in the distribution of responses between teachers with one or two years of experience and those with eleven to twenty years.

(4) A comparison of teachers with three to ten years of teaching experience, and teachers with eleven to twenty years was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with three to ten years of teaching experience and those with eleven to twenty years in their expectations for each item categorized under the general heading of principal's school management behavior.

Since there was insufficient evidence to reject the null hypothesis, the researcher concluded that these two groups of teachers came from the same population and that their expectations were similar for the twenty school management items.

(5) A comparison of teachers with three to ten years, and teachers with over twenty years of teaching experience was



made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with three to ten years of teaching experience and those with more than twenty years in their expectations for each item categorized under the general heading of principal's school management behavior.

Since there was insufficient evidence to reject the null hypothesis, the researcher concluded that these two groups of teachers came from the same population and that their expectations were similar for the twenty school management items.

(6) A comparison of teachers with eleven to twenty years, and teachers with over twenty years of experience was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with eleven to twenty years of teaching experience and those with more than twenty years in their expectations for each item categorized under the general heading of principal's school management behavior.

Since there was insufficient evidence to reject the null hypothesis, the researcher concluded that these two groups of teachers came from the same population and that their expectations were similar for the twenty school management items.

Training. (1) Teachers with one year of training were



compared with teachers with two or three years by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with one year of teacher training and those with two or three years in their expectations for each item categorized under the general heading of the principal's school management behavior.

There was insufficient evidence to reject this null hypothesis for all school management items with the exception of Items 18 and 21. For these two items, the conclusion followed that there was a significant difference in the distribution of responses between teachers with one year of training and those with two or three years.

(2) Teachers with one year of teacher training were compared with teachers having four to six years of training by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with one year of training and those with four to six years in their expectations for each item categorized under the general heading of principal's school management behavior.

There was insufficient evidence to reject the null hypothesis for any of the school management items with the exception of Items 23 and 30. For these two items, the conclusion followed that there was a significant difference in the distribution of responses between teachers with one year of training and those with two or three years.



(3) A comparison of teachers with two or three years, and teachers with four to six years of teacher training was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with two or three years of teacher training and those with four or more years in their expectations for each item categorized under the general heading of principal's school management behavior.

There was sufficient evidence to reject this null hypothesis for Item 24 only with the conclusion following that these two groups constituted two populations when consideration was given to this item.

A comparison of the responses given to the other school management items did not provide sufficient evidence to reject the null hypothesis.

Recency of training. The hypothesis related to the recency of training was stated as follows: There is no significant difference in the distribution of responses between teachers who have taken their teacher training before 1960 and those who have taken teacher training since 1960 in their expectations for each item categorized under the general heading of principal's school management behavior.

There was sufficient evidence to reject the null hypothesis for Items 11, 18, 20, 23, 27 and 30. For these items, then, it was concluded that recency of training did







produce teacher sub-groups with significantly different expectations for the principal's school management behavior. For the other school management items, it was concluded that teachers with training before, and teacher with training after 1960 did not hold differing expectations..

Grade taught. (1) Two teacher sub-groups, those teaching grades 1, 2, and 3 and those in 4, 5, and 6, were compared by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers who teach grades 1, 2, or 3, and those who teach 4, 5, or 6 in their expectations for each item categorized under the general heading of principal's school management behavior.

Since there was not sufficient evidence to reject the null hypothesis, the researcher concluded that the two groups tested came from the same population and that their expectations were similar for the twenty school management items.

(2) Teachers offering instruction in grades 1, 2, or 3 and those in grades 7, 8, or 9 were compared by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers who teach grades 1, 2, or 3 and those who teach 7, 8, or 9 in their expectations for each item categorized under the general heading of principal's school management behavior.



There was sufficient evidence to reject the null hypothesis for Items 18, 20, 21 and 30. For these items, it was concluded that teachers of grades 1, 2, or 3 and teachers of grades 7, 8, or 9 constituted sub-groups with significantly different expectations. It was also concluded that responses on the other items did not produce sub-groups with significantly different expectations.

(3) A comparison of teachers of grades 4, 5, or 6 and teachers of grades 7, 8, or 9 was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers who teach grades 4, 5, or 6 and those who teach 7, 8, or 9 in their expectations for each item categorized under the general heading of principal's school management behavior.

There was sufficient evidence to reject this null hypothesis for Item 21 only with the conclusion following that these two groups constituted two populations when consideration is given to this item.

For all other school management items it was concluded that the two sub-groups were drawn from the same population and that a difference in expectations did not exist.

### III. SUMMARY

Differences in expectation ratings were noted on thirteen of the twenty school management items:



Should devote at least half of his time to improvement of the educational program.

Teachers trained within the last six years were found to agree with this statement while teachers with training before 1960 were found to disagree.

Should be a firm disciplinarian.

Teachers were strongly in favor of this expectation while superintendents and principals were less emphatic.

Should visit each classroom several times each year.

While superintendents were strongly in favor of this item, a number of teachers reluctantly agreed while a significant number expressed disapproval of this item.

Should take a regular turn on the supervisory duty schedule.

While male teachers admitted that this may be preferable, a greater number of female teachers insisted that the principal definitely should take a regular turn at supervision.

Should have teachers evaluate him to determine his effectiveness.

Young teachers and teachers with few years of teaching experience were generally in favor of this evaluative exercise. Females were more reluctant than males to expect that a principal should submit to evaluation. Teachers with one year of training and those trained before 1960 were generally not in favor of evaluating the principal.



Teachers with two or more years of training, if this training was after 1960, were quite in favor of evaluating the principal to determine his effectiveness.

Should be one of the main sources of counselling help for solving student problems.

Although there was general agreement that the principal be the main source of help, several sub-groups placed more emphasis on this expectation than others. These sub-groups were, female teachers, teachers with training prior to 1960, and teachers in grades 1, 2, and 3.

Should administer corporal punishment.

Teachers with one year of training and teachers whose training was taken prior to 1960, agreed that this should be so. Teachers with four to six years of training did not agree with this principle.

Should help the janitor with planning and supervision.

Younger teachers and those with two or three years of training did not feel that the principal should help the janitor plan his work. Teachers with four to six years of training and those between thirty-one years of age and fifty were generally in favor of this expectation.

Should involve his staff in formulating school policy.

All age groups expected this behavior but teachers under thirty gave greater support to this statement than those over fifty.





Should initiate in-service education programs.

Superintendents were very emphatic in expressing their support for this item. Teachers and principals were not in disagreement but their support was less emphatic.

Should participate in the selection of teaching staff.

Principals as a group felt that they should be involved in staff selection but teachers disagreed.

More males than females and more junior-high school teachers than elementary teachers expected the principal to be involved in this activity. One year trained teachers and teachers trained prior to 1960 were not as much in favor as the teachers with two or three years of training and teachers trained after 1960.

Should recommend the dismissal of incompetent teachers.

This item introduced a possible conflict between principals and teachers. Principals were more in favor of this item than teachers.

Should expect teachers to improve their qualifications at summer school.

Most principals and superintendents indicated their support for this item but teachers disagreed with both of those position groups.

Recently trained teachers, teachers with degrees, and teachers in the junior high grades were more in favor of this item than the other sub-groups.



## CHAPTER VIII

### STAFF RELATIONSHIPS EXPECTATIONS FOR THE PRINCIPAL

Subjects were asked to respond to the following eleven statements dealing with their staff relationships expectations for the principal.

31. The principal should allow staff members to use their own discretion in the use of school supplies.
32. In general, the principal should support the teachers when there is a difference of opinion between teachers and board members on matters of curriculum.
33. The principal should encourage teachers to experiment with new methods of teaching.
34. The principal should require teachers to compile daily lesson plans.
35. The principal should require teachers to attend local Home and School Association meetings.
36. The principal should involve teachers in working out duty schedules.
37. The principal should ask teachers to make appointments to see him rather than come to his office whenever they wish.
38. The principal should expect teachers to attend Saturday professional development meetings.



39. The principal should support the position of the teachers when there is a difference of opinion between teachers and superintendent on matters of curriculum.
40. The principal should take into account out-of-school personal responsibilities of teachers when assigning teaching duties.
41. The principal should keep a certain professional distance between himself and teachers in his school.

#### I. FINDINGS RELATIVE TO THE RESPONSE OF POSITION GROUPS

##### Significant Items

Three comparisons were made for each of the eleven items related to the principal's staff relations behavior. The principals' responses were compared with those of the superintendent, the principals' responses with those of the teachers, and finally the superintendents' with the teachers. A tabulation of the results is included in Appendix G.

Three of the thirty comparisons revealed a significant difference.

Item 32, illustrated in Figure 42, asked the three position groups whether or not the principal should support the teacher when there is a difference of opinion between teachers and board members on matters of curriculum. A



significant difference was found to exist between superintendents and teachers. Although superintendents felt that the principal should support the teacher, they were not nearly as insistent as the teachers on this type of behavior. The definitely should category received 10 per cent of the superintendents' responses and 47 per cent of the teachers'.

Item 33 drew attention to a significant difference between principals and teachers. This item, illustrated in Figure 43, stated that the principal should encourage teachers to experiment with new methods of teaching. Here again, there was general agreement that this type of behavior was desirable but the difference was that of intensity. Sixty-nine per cent of the principals replied with a definitely should while only 45 per cent of the teachers gave this response. Fifty-one per cent of the teachers indicated that this type of principal behavior was preferable.

Figure 44 illustrates the responses of the three position groups for Item 38. Two significant differences appeared for this item; principals and teachers differed, and superintendents and teachers differed. The three groups were asked to indicate whether or not a principal should expect teachers to attend Saturday professional development meetings.

Although 42 per cent of the principals felt that this behavior was acceptable, 74 per cent of the teachers indicated that the principal should not expect this of the teachers.





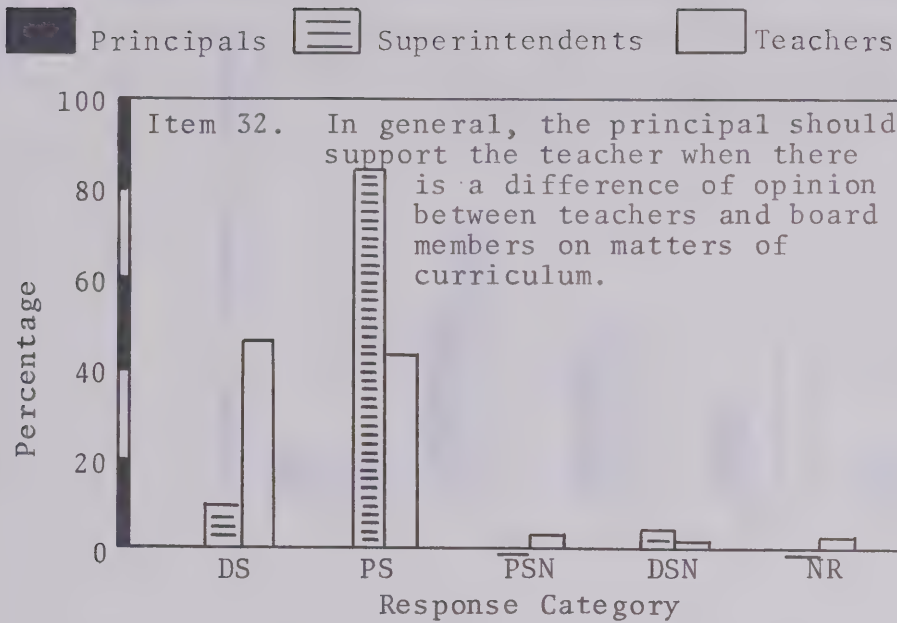


FIGURE 42

THE DISTRIBUTION OF SUPERINTENDENTS' AND TEACHERS' RESPONSES FOR ITEM 32

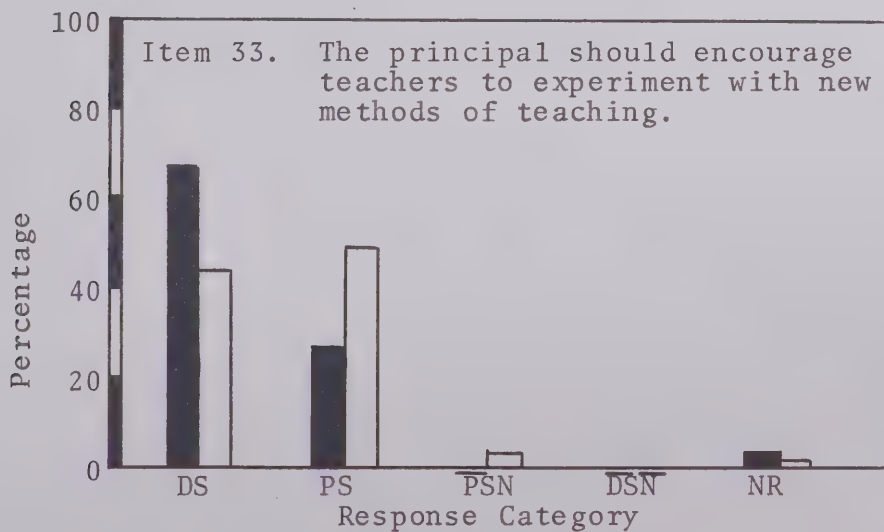


FIGURE 43

THE DISTRIBUTION OF PRINCIPALS' AND TEACHERS' RESPONSES FOR ITEM 33



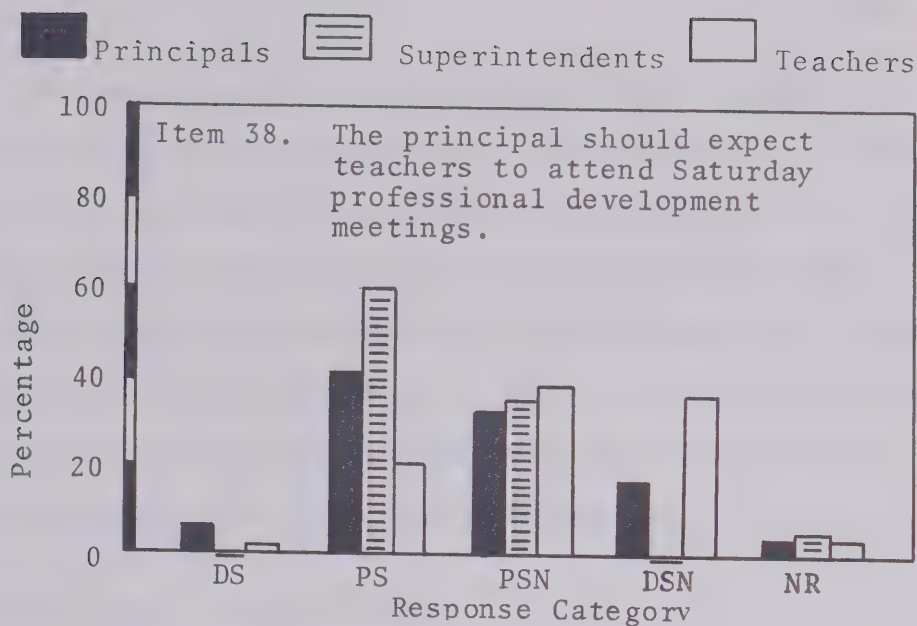


FIGURE 44

THE DISTRIBUTION OF PRINCIPALS', SUPERINTENDENTS',  
AND TEACHERS' RESPONSES FOR ITEM 38



A comparison of superintendents' and teachers' replies would indicate a conflict of expectations. Sixty per cent of the superintendents and only 23 per cent of the teachers replied that the principal should expect his teachers to attend Saturday professional meetings. It has already been noted that 74 per cent of the teachers were not in favor of this behavior while only 35 per cent of the superintendents fell into this category.

#### Statement Regarding Hypotheses

In order to compare the three position groups, three null hypotheses were tested. The first hypothesis compared principals and superintendents.

Null hypothesis: There is no significant difference in the distribution of responses between principals and superintendents in their expectations for each item categorized under the general heading of principal's staff relations behavior.

Since the data did not provide sufficient evidence to reject this hypothesis, the researcher concluded that principals and superintendents did not hold significantly different expectations for the principal's staff relations behavior.

Null hypothesis: There is no significant difference in the distribution of responses between principals and teachers in their expectations for each item



categorized under the general heading of principal's staff relations behavior.

The data provided sufficient evidence to reject this hypothesis for Items 33 and 38 only.

Null hypothesis: There is no significant difference in the distribution of responses between superintendents and teachers in their expectations for each item categorized under the general heading of principal's staff relations behavior.

Sufficient evidence was collected to reject this hypothesis for Items 32 and 38 only.

## II. FINDINGS RELATIVE TO THE RESPONSE OF TEACHER

### SUB-GROUPS

#### Significant Items

Following the comparison of position groups, each of the eleven items relating to the principal's staff relations behavior was compared on the basis of teacher sub-groups. Each item was subjected to nineteen comparisons (see Table IV, page 227, comparison 4 through 22).

Sex. Teacher sub-groups classified on the basis of sex responded to the eleven items relating to the principal's staff relations behavior. Of the eleven comparisons, two revealed a significant difference of expectations between the two sexes. A tabulation of responses is contained in Table





XXVI in Appendix E.

Figure 45 illustrates the distribution of male and female responses for Item 32. Although males and females agreed that the principal should support the teachers when there is a difference of opinion between teachers and board members on matters of curriculum, female teachers were more insistent on this type of behavior than were the males. Fifty per cent of the female teachers indicated that the principal should definitely behave this way while only 30 per cent of the male teachers replied this way.

Item 34, illustrated in Figure 46, reveals another significant difference between male and female teachers' expectations. Here again, the definitely should category had a higher percentage of female responses. Thirty-two per cent of the female responses compared with only 12 per cent of the male responses. In the two should not categories, the male responses dominate; 44 per cent male and 27 per cent female.

Marital status. None of the eleven items related to the principal's staff relations behavior revealed a significant difference between married and single teachers. Table XXVII in Appendix H contains a tabulation of the responses given by married and single teachers to the eleven staff relations items.



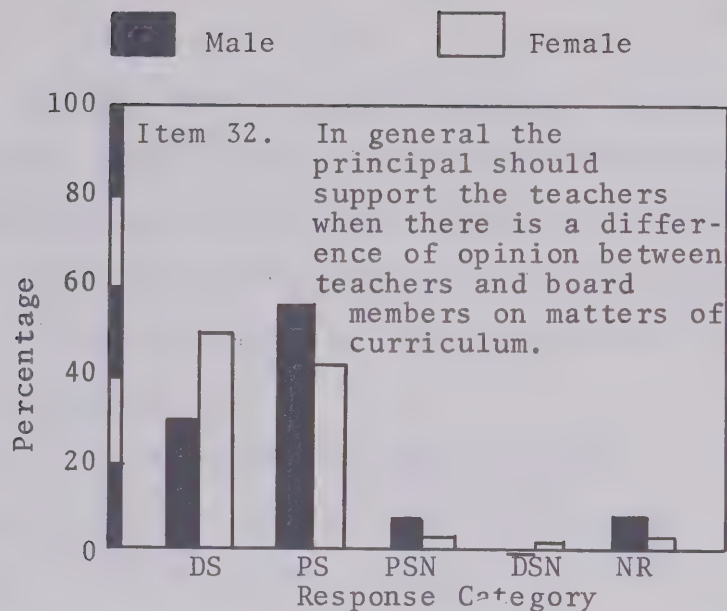


FIGURE 45

THE DISTRIBUTION OF MALE AND FEMALE TEACHERS' RESPONSES FOR ITEM 32

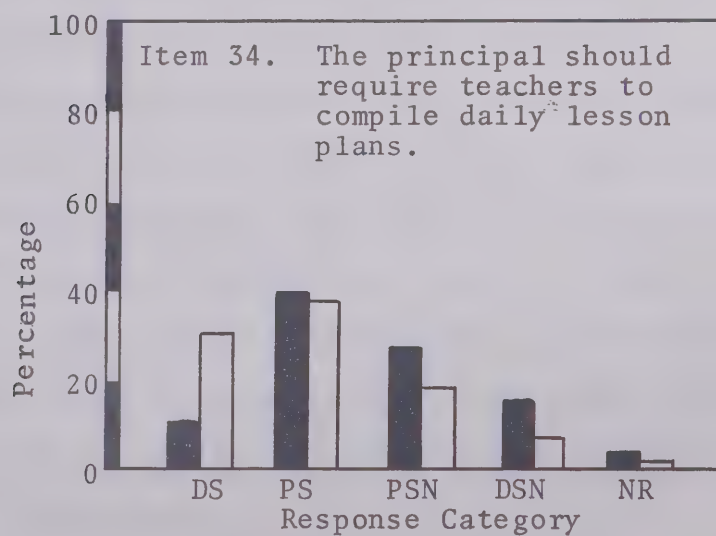


FIGURE 46

THE DISTRIBUTION OF MALE AND FEMALE TEACHERS' RESPONSES FOR ITEM 34



Age. The respondents were categorized in three age groups; teachers under thirty, teachers between thirty-one and fifty, and teachers over fifty. Because of the three sub-groups, three comparisons were made for each item. Figures 47, 48 and 49 illustrate comparisons which revealed a significant difference.

Figure 47 illustrates the responses given by the three age groups to Item 34: the principal should require teachers to compile daily lesson plans. A significant difference was found between the responses of teachers under thirty and those between thirty-one to fifty. There seemed to be a general tendency for the younger teachers to view this with disfavor while the older teachers felt that this was desirable behavior on the part of the principal.

Item 39 revealed a significant difference in the distribution of responses between teachers under thirty and teachers between thirty-one and fifty. The tendency described for Item 34 is reversed for Item 39. Figure 48 pictures the younger group as being more in favor of having the principal support the position of the teacher when there is a difference of opinion between teachers and superintendents on matters of curriculum.

Figure 49 illustrates differences which were found to exist between teachers under thirty and those between thirty-one and fifty, and between teachers who are under thirty and those who are over fifty years of age. The graphic



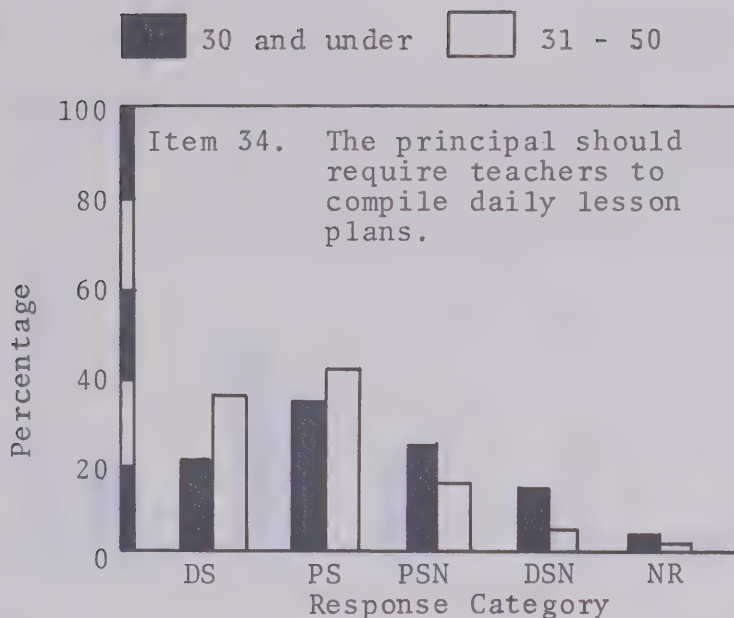


FIGURE 47

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN TWO AGE GROUPS FOR ITEM 34

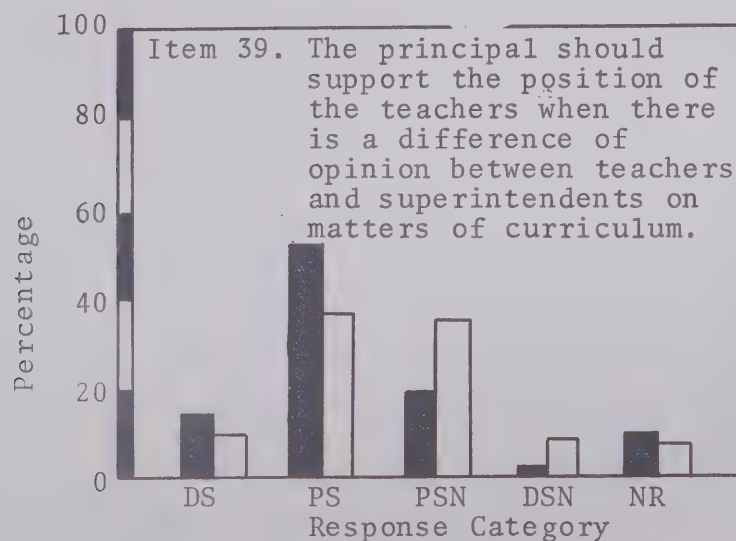


FIGURE 48

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN TWO AGE GROUPS FOR ITEM 39





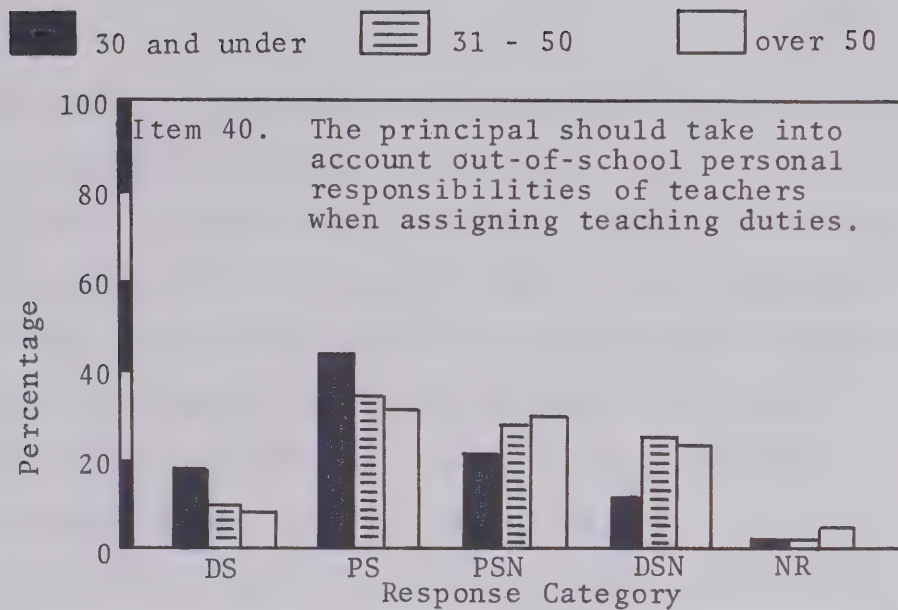


FIGURE 49

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN THREE AGE GROUPS FOR ITEM 40



representation of the responses illustrates the similarity of the two older age groups' responses. Both of these age groups differed significantly from the teachers who were thirty and under with respect to Item 40: the principal should take into account out-of-school personal responsibilities of teachers when assigning teaching duties. Teachers thirty and under were more in favor of this item than teachers in the other two age groups.

A tabulation of all responses given by teachers in age sub-groups is included in Table XXVII in Appendix H.

Religion. The two sub-groups based on religion did not reveal any significant differences in the responses to the eleven items related to the principal's staff relations behavior. The tabulation of these results has been included in Table XXIX, Appendix H.

Experience. Four of the eleven staff relations items revealed significant differences in expectations between teacher sub-groups based on years of teaching experience. Since there were four sub-groups, six comparisons were made.

Item 35, illustrated in Figure 50, identified three significant differences. Each of the three groups: teachers with one or two years, teachers with three to ten years, and teachers with eleven to twenty years, differed with the group of teachers with over twenty years of experience. Item 35 indicated that the principal should require teachers to



attend local Home and School Association meetings..

Although the large majority of the teachers felt that the principal probably should not require this of teachers, 53 per cent of the teachers with over twenty years of experience indicated that the principal definitely should not expect teachers to attend Home and School meetings.

Item 39 as illustrated in Figure 51 states that the principal should support the position of the teacher when there is a difference of opinion between teachers and superintendents on matters of curriculum. The distribution of responses of teachers with one or two years of experience differed significantly from the distribution of responses of teachers with three to ten years, and teachers with eleven to twenty years of teaching experience. In both differences, the younger teachers placed a greater emphasis on the should responses and a lesser emphasis on the should not responses.

Teachers with one or two years of teaching experience and those with eleven to twenty years were found to differ on Item 40, which states that a principal should take into account out-of-school personal responsibilities of teachers when assigning teaching duties. Figure 52 illustrates this comparison. Sixty-five per cent of the younger teachers responded in the should categories while 61 per cent of the older group chose the should not categories. Younger teachers, then, were in favor to the extent that the older teachers disapproved.



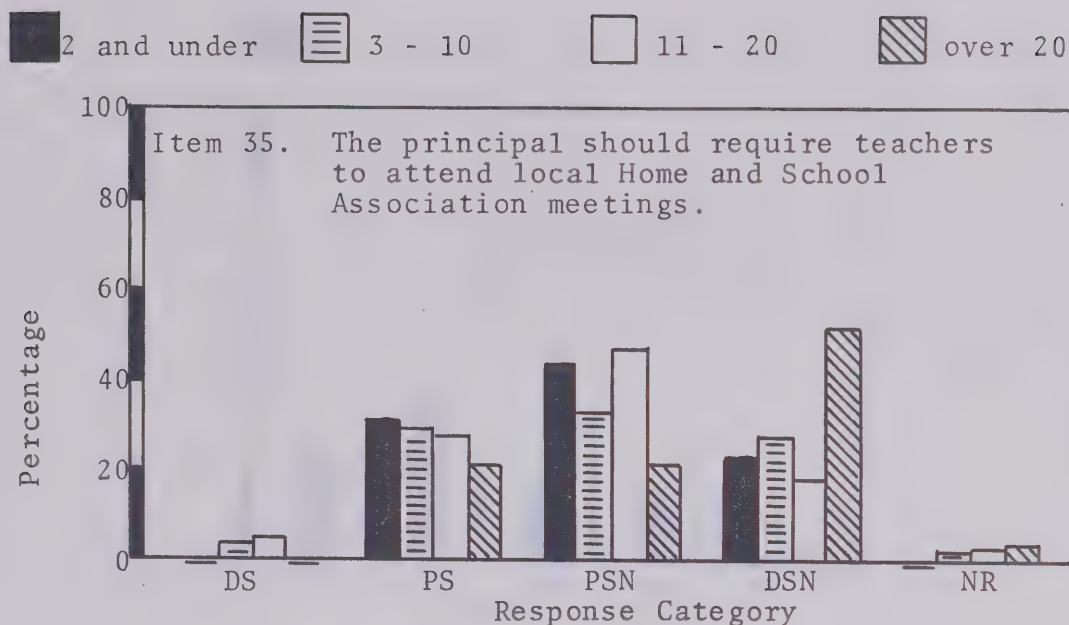


FIGURE 50

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN FOUR EXPERIENCE GROUPS FOR ITEM 35

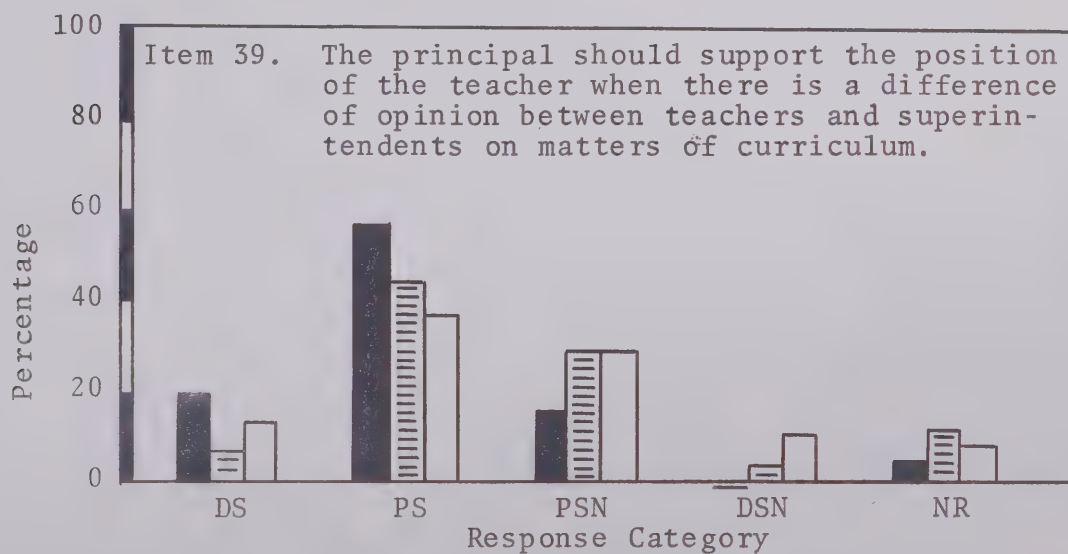


FIGURE 51

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN THREE EXPERIENCE GROUPS FOR ITEM 39





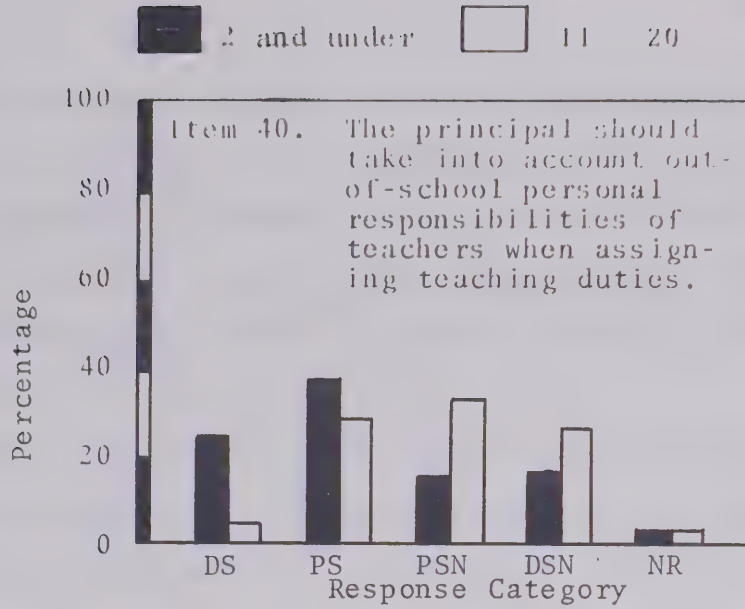


FIGURE 52

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN TWO  
EXPERIENCE GROUPS FOR ITEM 40



Teachers with few years of teaching experience would for the most part be the younger teachers. The results diagrammed in Figure 52 are similar to those in Figure 49, i.e. the responses from young teachers correspond with the responses of teachers with few years of teaching experience.

Figure 53 illustrates the difference in the distribution of responses when teachers with eleven to twenty years of experience and teachers with over twenty years were asked to respond to Item 41. This item stated that the principal should keep a certain professional distance between himself and the teachers in his school. In responding to this item 43 per cent of the younger group and only 22 per cent of the older group indicated a preferably should. Thirty-three per cent of those with over twenty years of experience, and 11 per cent of those with eleven to twenty years of experience stated that the principal definitely should not maintain a professional distance. Table XXX in Appendix H contains a tabulation of responses given by teachers in four experience groups to staff relations expectations items.

Teacher training. None of the items related to the principal's staff relations behavior revealed a significant difference between sub-groups of teachers based on teacher training. Table XXXI in Appendix H contains a tabulation of the responses given by the three sub-groups to the eleven



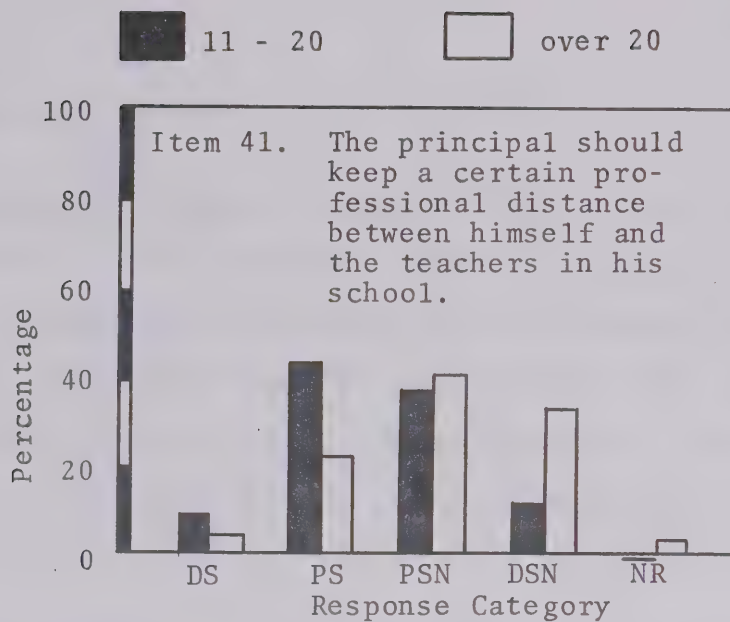


FIGURE 53

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN TWO  
EXPERIENCE GROUPS FOR ITEM 41



staff relations items.

Recency of teacher training. None of the eleven items related to the principal's staff relations behavior revealed a significant difference between teachers who had taken their training before 1960 and teachers who were trained between 1960 and 1966. A tabulation of the responses given by the two sub-groups is found in Table XXXII in Appendix H.

Grade taught. None of the eleven items related to the principal's staff relations behavior revealed a significant difference between teacher sub-groups based on the particular grade in which a teacher was teaching. Table XXXIII in Appendix H contains a tabulation of responses given by the three sub-groups.

#### Statement Regarding Hypotheses

Sex. A comparison of the responses of male and female teachers was made by testing the following null hypothesis: There is no significant difference in the distribution of responses between male and female teachers in their expectations for each item categorized under the general heading of principal's staff relations behavior.

There was sufficient evidence to reject this hypothesis for Items 32 and 34 but not for the other nine staff relations items. It was concluded that for these two items sex was the





determining factor in establishing sub-groups which had significantly different expectations for the principal's staff relations behavior.

Marital status. The null hypothesis being tested read: There is no significant difference in the distribution of responses between single and married teachers in their expectations for each item categorized under the general heading of principal's staff relations behavior.

There was not sufficient evidence in the data to reject the null hypothesis. It was concluded that marriage did not produce sub-groups which held significantly different expectations for the principal's staff relations behavior.

Age. (1) A comparison of teachers under thirty years of age and those between thirty-one and fifty was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers under thirty years of age and those between thirty-one and fifty in their expectations for each item categorized under the general heading of principal's staff relations behavior.

There was sufficient evidence to reject the above hypothesis for Items 34, 39 and 40. It was concluded that for these three items, age did produce sub-groups with significantly different expectations.

(2) A comparison of teachers under thirty and teachers over fifty was made by testing the following null hypothesis:



There is no significant difference in the distribution of responses between teachers under thirty years of age and those over fifty in their expectations for each item categorized under the general heading of principal's staff relations behavior.

Sufficient evidence was found to reject this hypothesis for Item 40. It was concluded that teachers below thirty and those over fifty constituted sub-groups with significantly different expectations for this particular item.

(3) A comparison of teachers between thirty-one and fifty, and teachers over fifty was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers between thirty-one and fifty and those over fifty years of age in their expectations for each item categorized under the general heading of principal's staff relations behavior.

Sufficient evidence could not be found to reject this hypothesis for any of the eleven staff relations items. It was concluded that teachers in these two age groups did not differ in their expectations with respect to the eleven items describing the principal's staff relations behavior.

Religion. A comparison of Roman Catholic and Protestant teachers was made by testing the following null hypothesis: There is no significant difference in the distribution of responses between Roman Catholic and



Protestant teachers in their expectations for each item categorized under the general heading of principal's staff relations behavior.

Since there was insufficient evidence to reject the null hypothesis, the researcher concluded that Roman Catholics and Protestants constitute a single population with similar expectations for the eleven items describing the principal's staff relations behavior.

Experience. (1) A comparison of teachers with one or two years of experience, and teachers with three to ten years of experience was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with one or two years of teaching experience and those with three to ten years in their expectations for each item categorized under the general heading of principal's staff relations behavior.

Sufficient evidence was found to reject this hypothesis for Item 39. It was concluded that teachers with one or two years of training and those with three to ten years constituted sub-groups with significantly different expectations for this item.

(2) A comparison of teachers with one or two years of experience, and teachers with eleven to twenty years of experience was made by testing the following hypothesis: There is no significant difference in the distribution of responses



between teachers with one or two years of teaching experience and those with eleven to twenty years in their expectations for each item categorized under the general heading of principal's staff relations behavior.

There was insufficient evidence to reject the null hypothesis for all of the staff relations items with the exception of Items 39 and 40. For these two items, the conclusion followed that there was a significant difference in the distribution of responses between teachers with one or two years of teaching experience and those with eleven to twenty years.

(3) A comparison of teachers with one or two years of teaching experience, and teachers with over twenty years of experience was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with one or two years of teaching experience and those with more than twenty years in their expectations for each item categorized under the general heading of principal's staff relations behavior.

There was insufficient evidence to reject this null hypothesis for all staff relations items with the exception of Item 35. For this item, the conclusion followed that there was a significant difference in the distribution of responses between teachers with one or two years of teaching experience and those with more than twenty years.







(4) A comparison of teachers with three to ten years of teaching experience, and teachers with eleven to twenty years was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with three to ten years of teaching experience and those with eleven to twenty years in their expectations for each item categorized under the general heading of principal's staff relations behavior.

Since there was insufficient evidence to reject this hypothesis, the researcher concluded that these two groups of teachers were drawn from the same population and that their expectations were similar for the eleven staff relations items.

(5) A comparison of teachers with three to ten years, and teachers with over twenty years of teaching experience was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with three to ten years of teaching experience and those with more than twenty years in their expectations for each item categorized under the general heading of principal's staff relations behavior.

There was insufficient evidence to reject the null hypothesis for all staff relations items with the exception of Item 35. For this item only, the conclusion followed that there was a significant difference in the distribution of responses between teachers with three to ten years of



teaching experience and those with more than twenty years.

(6) A comparison of teachers with eleven to twenty years, and teachers with over twenty years of experience was made by testing the following null hypothesis: There is no significant difference in the distribution of responses between teachers with eleven to twenty years of teaching experience and those with more than twenty years in their expectations for each item categorized under the general heading of principal's staff relations behavior.

There was insufficient evidence to reject the null hypothesis for all of the staff relations items with the exception of Items 35 and 41. For these two items only, the conclusion followed that there was a significant difference in the distribution of responses between teachers with eleven to twenty years of teaching experience and those with more than twenty years.

Training. Teachers with various years of teacher training were compared by testing the following null hypothesis: There is no significant difference in the distribution of responses between teachers:

- (1) with one year of teacher training and those with two or three years,
- (2) with one year of teacher training and those with more than four years,
- (3) with two or three years of teacher training



and those with more than four years, in their expectation for each item categorized under the general heading of principal's staff relations behavior.

Since there was insufficient evidence in the data to reject the null hypothesis, the researcher concluded that teacher training did not produce sub-groups with significantly different expectations for items related to the principal's staff relations behavior.

Recency of training. The hypothesis related to the recency of training was stated as follows: There is no significant difference in the distribution of responses between teachers who have taken their teacher training before 1960 and those who have taken teacher training since 1960 in their expectations for each item categorized under the general heading of principal's staff relations behavior.

Since there was insufficient evidence to reject the null hypothesis, the researcher concluded that the two sub-groups were drawn from the same population and that their expectations were similar for the eleven staff relations items.

Grade taught. Teachers offering instruction in grades one to nine were compared by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers:



- (1) who teach grades 1, 2, or 3 and those who teach 4, 5, or 6,
- (2) who teach grades 1, 2, or 3 and those who teach 7, 8, or 9,
- (3) who teach grades 4, 5, or 6 and those who teach 7, 8, or 9,

in their expectations for each item categorized under the general heading of principal's staff relations behavior.

Since there was insufficient evidence to reject the null hypothesis, the researcher concluded that the grade taught did not produce sub-groups with significantly different expectations for the principal's staff relations behavior.

#### IV. SUMMARY

Differences in expectation ratings were noted on seven staff relationships expectation items for the principal.

The principal should support the teacher when there are differences between board members and teachers on matters of curriculum.

Although both superintendents and teachers agreed in general that the principal should support the teacher, teachers were much more insistent on this. Both male and female teachers supported this item but female teachers were significantly stronger in their support.





The principal should encourage teachers to experiment with new methods.

Both teachers and principals agreed that this expectation was desirable but principals insisted on this aspect of staff relations behavior more than the teachers.

The principal should require daily lesson plans.

Female teachers supported this item but male teachers did not. Younger teachers were not as much in favor of this behavior as were the older groups.

The principal should require teachers to attend Home and School Association meetings.

Most teachers agreed that a principal should not expect this but teachers with over twenty years of experience were positive that the principal definitely should not expect this.

The principal should expect attendance at Saturday professional development meetings.

There were some indications that a conflict may exist between superintendents and teachers on this item. While superintendents were generally in favor of this behavior, teachers were not. Principals, although not as definite as the superintendents, felt that this was acceptable behavior.

The principal should support the teacher when there are differences of opinion between teacher and



superintendent on matters of curriculum.

Younger teachers were more in favor of this item than those between thirty-one and fifty. The over-all opinion was supportive but teachers under thirty revealed most agreement and those between thirty-one and fifty the most disagreement.

Teachers with one or two years of experience felt a need for this support more than teachers with three or more years of experience.

The principal should take into account out-of-school personal responsibilities when assigning teaching duties.

The majority of teachers under thirty supported this item while the majority of each of the two groups over thirty-one were found to disagree with it.

The principal should keep a certain professional distance between himself and his teachers.

A limited amount of support was found for this item among teachers having in excess of eleven years of teaching experience. This expectation for a principal's behavior was generally not accepted.



## CHAPTER IX

### COMMUNITY AND PROFESSIONAL EXPECTATIONS FOR THE PRINCIPAL

Principals, superintendents and teachers were asked to respond to the following thirteen statements dealing with their community and professional expectations for the principal:

42. The principal should include local citizens on school program planning committees.
43. The principal should actively take part in local politics.
44. The principal should encourage teachers to join specialist councils.
45. The principal should keep the public informed about the school's activities.
46. The principal should participate in current educational research.
47. The principal should inform teachers about policy changes which are being considered.
48. The principal should act on salary negotiating committees.
49. The principal should belong to a civic organization such as Lions, Rotary, etc.
50. The principal should encourage parent visitations to the school.



51. The principal should attend Principals' Association meetings.
52. The principal should attempt to establish the school as a center for community activities.
53. The principal should attend all regular school board meetings,
54. The principal should attempt to have his school provide the kind of education that the community wants.

# I. FINDINGS RELATIVE TO THE RESPONSE OF POSITION GROUPS

## Significant Items

Three comparisons were made for each of the thirteen items related to the principal's community and professional behavior. The principals' responses were compared with those of the superintendent, the principals' responses with those of the teacher, and finally the superintendents' with the teachers'. A tabulation of the results is included in Appendix I.

Six of the thirteen items revealed a significant difference.

Item 44, the principal should encourage teachers to join specialist councils, revealed significant differences between principals and teachers, and superintendents and teachers. (See Figure 54). The two response categories





where the difference was most pronounced were definitely should and preferably should not. In the former response category, 33 per cent of the principals compared with 8 per cent of the teachers. The preferably should not response category contained no principals' but 14 per cent of the teachers' responses.

Item 44 also identified a difference between the superintendents and teachers. The difference was more pronounced in the definitely should response category which contained 55 per cent of the superintendents' and only 8 per cent of the teachers' responses. The reverse was true in the preferably should category with 71 per cent of the teachers' responses and 45 per cent of the superintendents'. No superintendents submitted a should not response.

Figure 55 illustrates Item 45 which states that the principal should keep the public informed about the school activities. This item identified significant differences between the responses of principles and teachers, and superintendents and teachers. Although the percentages vary somewhat, the pattern of differences for Item 45 was identical to that of Item 44.

Item 46, Figure 56, illustrates a difference of intensity. Although both position groups, superintendents and teachers, felt that a principal should participate in current educational research, 75 per cent of the superintendents recognized this as a definite expectation. All



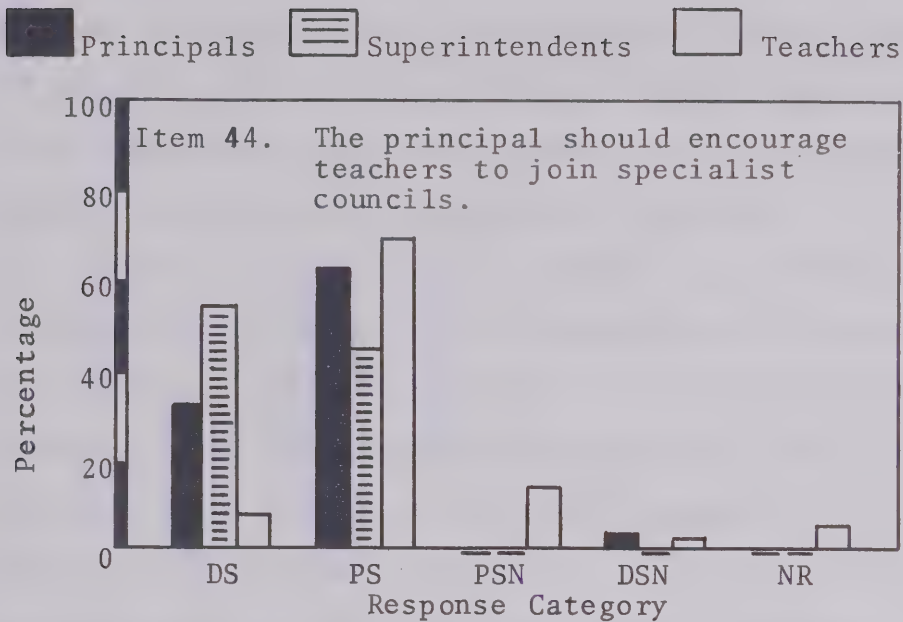


FIGURE 54

THE DISTRIBUTION OF PRINCIPALS', SUPERINTENDENTS', AND  
TEACHERS' RESPONSES FOR ITEM 44

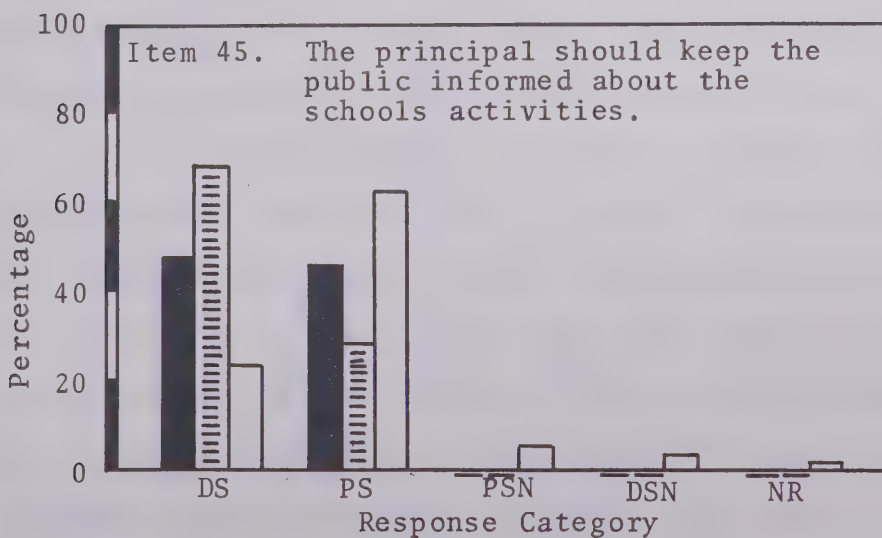


FIGURE 55

THE DISTRIBUTION OF PRINCIPALS', SUPERINTENDENTS', AND  
TEACHERS' RESPONSES FOR ITEM 45



teachers recognized this as a desirable activity but only 28 per cent were in the definitely should response category. Sixty-eight per cent of the teachers felt this behavior was preferable although not definitely expected.

Item 49, illustrated in Figure 57, identified a significant difference in the distribution of responses between principals and teachers, and superintendents and teachers. All three position groups were asked to indicate whether or not the principal should belong to civic organizations such as Lions, Rotary, etc. Sixty per cent of all responses were in the preferably should category. This percentage contained 90 per cent of the superintendents' responses. A proportionately larger number of principals and superintendents were in favor of this item while teachers had a tendency to disagree. Twenty-four per cent of the teachers responded with one of the should not alternatives.

The response pattern for Item 50 parallels the pattern established for Items 44 and 45. Both the principals and superintendents had a greater percentage of responses in the definitely should category than the teachers, the superintendents having the greater of the two. The teachers then had a significantly greater percentage of responses in the preferably should category. Teachers felt that it was desirable that the principal encourage parents to visit the school while principals and superintendents insisted that the principal encourage this activity.



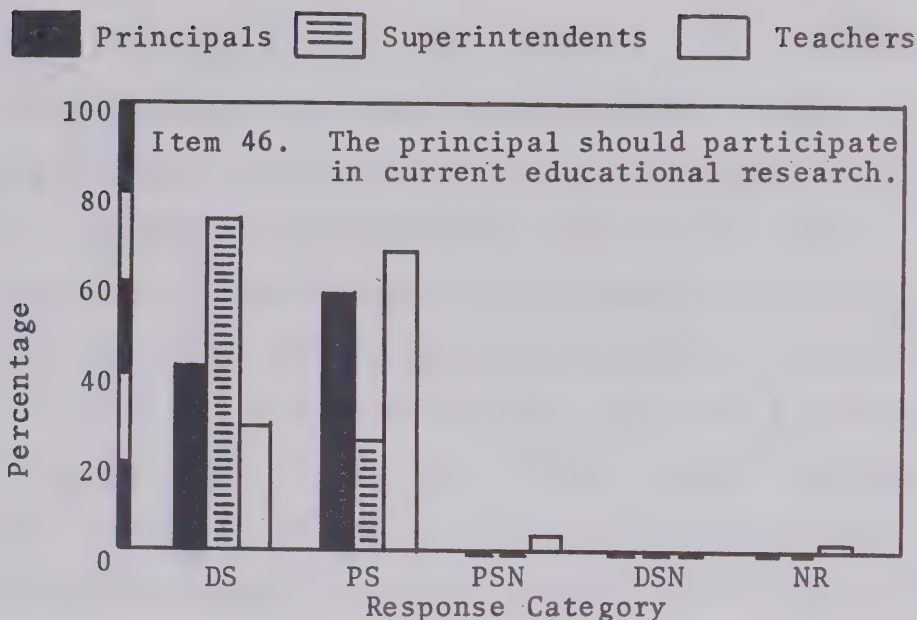


FIGURE 56

THE DISTRIBUTION OF PRINCIPALS', SUPERINTENDENTS', AND  
TEACHERS' RESPONSES FOR ITEM 46

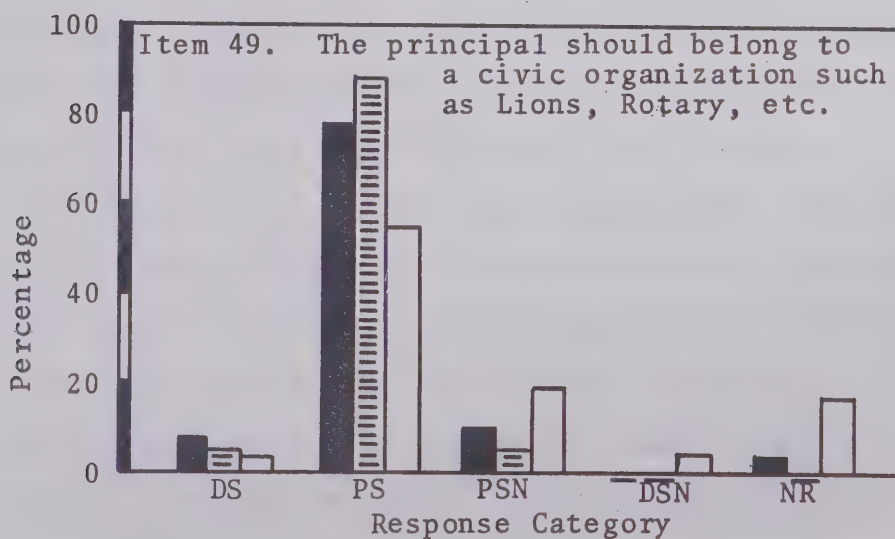


FIGURE 57

THE DISTRIBUTION OF PRINCIPALS', SUPERINTENDENTS', AND  
TEACHERS' RESPONSES FOR ITEM 49





Item 53 asked the three position groups whether or not the principal should attend all regular school board meetings. Figure 59 illustrates the distribution of responses. The extreme differences of expectation appear in the preferably should and definitely should not categories. Only 5 per cent of the superintendents indicated a preferably should response while 36 per cent of the teachers indicated the same. In the definitely should not category, 35 per cent of superintendents' responses compared with 12 per cent of the teachers'.

#### Statement Regarding Hypotheses

In order to compare the three position groups, three null hypotheses were tested. The first hypothesis compared principals and superintendents, the second principals and teachers, and the third superintendents and teachers.

Null hypothesis: There is no significant difference in the distribution of responses between principals and superintendents in their expectations for each item categorized under the general heading of principal's community and professional behavior.

Since data did not provide sufficient evidence to reject the null hypothesis, the researcher concluded that principals and superintendents did not hold significantly different expectations for the principal's community and professional behavior.



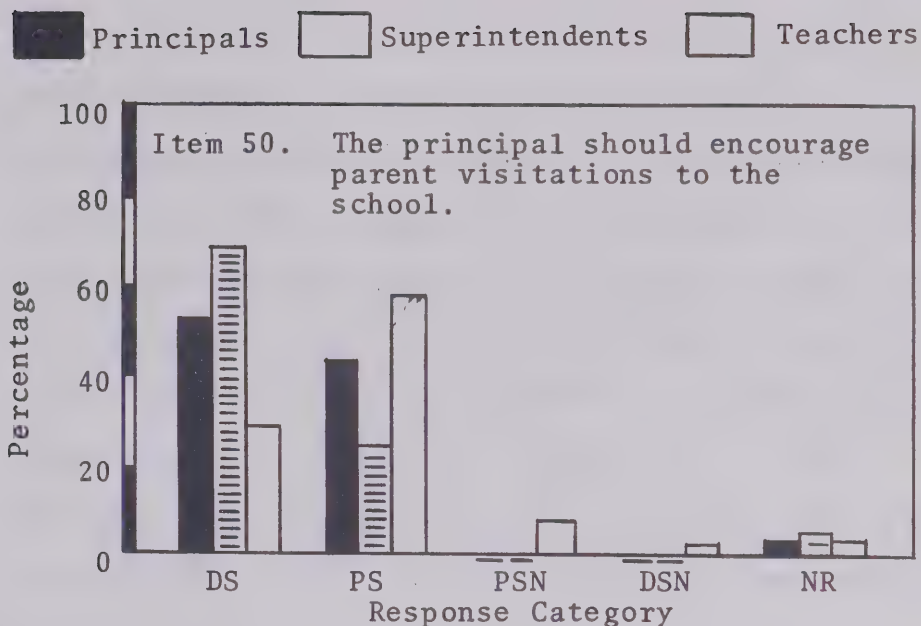


FIGURE 58

THE DISTRIBUTION OF PRINCIPALS', SUPERINTENDENTS', AND  
TEACHERS' RESPONSES FOR ITEM 50

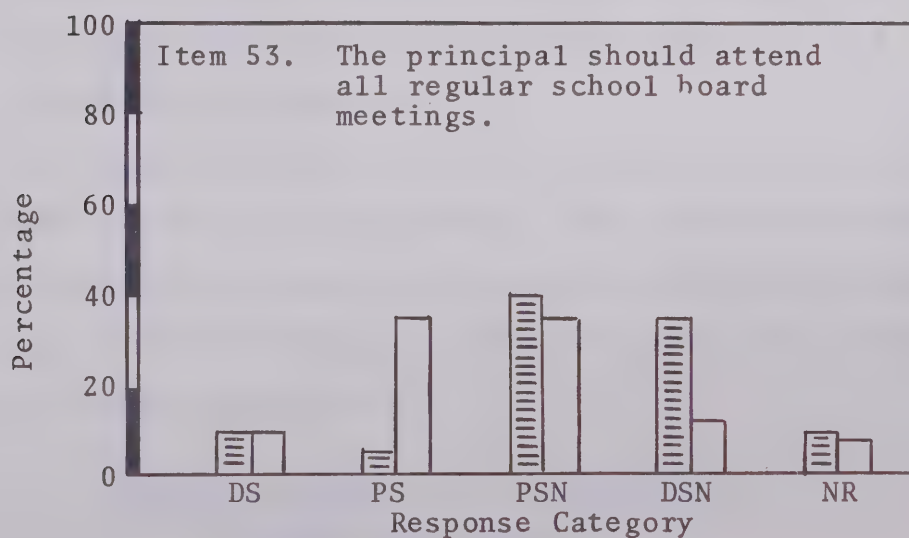


FIGURE 59

THE DISTRIBUTION OF SUPERINTENDENTS' AND TEACHERS'  
RESPONSES FOR ITEM 53



Null hypothesis: There is no significant difference in the distribution of responses between principals and teachers in their expectations for each item categorized under the general heading of principal's community and professional behavior.

Sufficient evidence was provided in the data to reject this hypothesis for Items 44, 45, 49 and 50. It was concluded that, for these items only, principals and teachers held significantly different expectations for the principal's community and professional behavior.

Null hypothesis: There is no significant difference in the distribution of responses between superintendents and teachers in their expectations for each item categorized under the principal's community and professional behavior.

Sufficient evidence was found to reject this hypothesis for Items 44, 45, 46, 49 50 and 53. For these items only, it was concluded that superintendents and teachers held significantly different expectations for the principal's community and professional behavior.

## II. FINDINGS RELATIVE TO THE RESPONSE OF TEACHER SUB-GROUPS

### Significant Items

Following the comparison of position groups, each of the thirteen items related to the principal's community and



professional behavior was compared on the basis of teacher sub-groups. Each item was subject to the nineteen comparisons listed in Table IV, page 227.

Sex. None of the thirteen items related to the principal's community and professional behavior revealed a significant difference between male and female teachers. Table XXXV in Appendix J contains a tabulation of the responses given by male and female teachers to the thirteen community and professional items.

Marital status. Teacher sub-groups classified on the basis of marriage responded to the thirteen items related to the principal's community and professional behavior. One item revealed a significant difference.

Figure 60 illustrates Item 53 which states that the principal should attend all regular school board meetings. The greatest difference appeared in the preferably should response category in which 53 per cent of the single teachers and 32 per cent of the married teachers responded. The reverse was found in the preferably should not category. Here the representation was 24 per cent single teachers and 36 per cent married teachers. It would appear that single teachers were more in favor of having the principal attend regular school board meetings than the married teachers.

A tabulation of the responses given by married and single teachers is included in Table XXXVI in Appendix J.





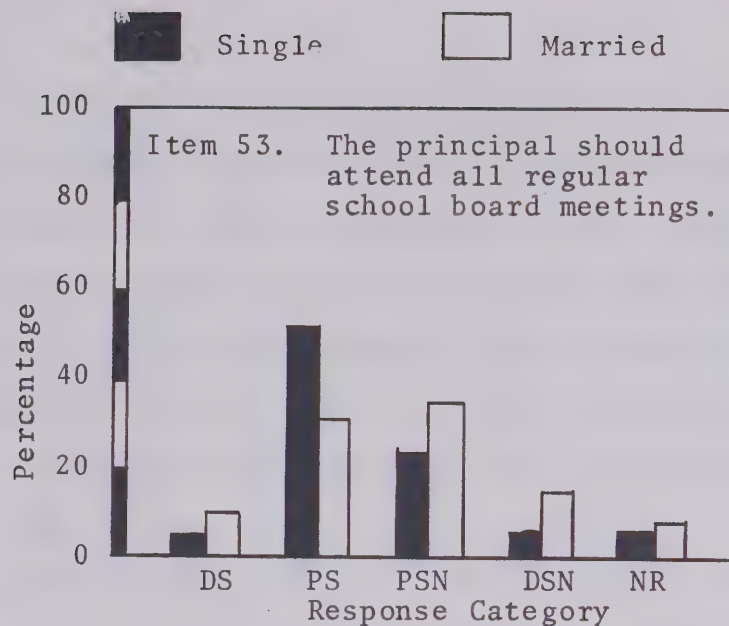


FIGURE 60

THE DISTRIBUTION OF SINGLE AND MARRIED TEACHERS'  
RESPONSES FOR ITEM 53



Age. The respondents were categorized in three age groups: teachers thirty and under, teachers between thirty-one and fifty, and teachers over fifty. Because there were three sub-groups, three separate comparisons were made for the thirteen community and professional items. Figures 61 and 62 illustrate the two items which revealed a significant difference in the distribution of two of the sub-groups.

The two extreme age groups, teachers under thirty and teachers over fifty differed in their expectations when asked whether the principal should include local citizens on school program planning committees. The younger teachers were generally more in favor of this than the older group. A total of 42 per cent of the teachers under thirty and a total of 21 per cent of the teachers over fifty were in the preferably should or definitely should category. Seventy-five per cent of the teachers over fifty and 56 per cent of the younger teachers placed their responses on the should not side. Although a majority of all teachers was not in favor of including local citizens on school program planning committees, the group of teachers under thirty was not as opposed as the teachers over fifty.

Item 53 identified a difference between the same groups discussed for Item 42, teachers thirty and under and teachers over fifty. The pattern of responses established for Item 42 was similar to the pattern for Item 53. The



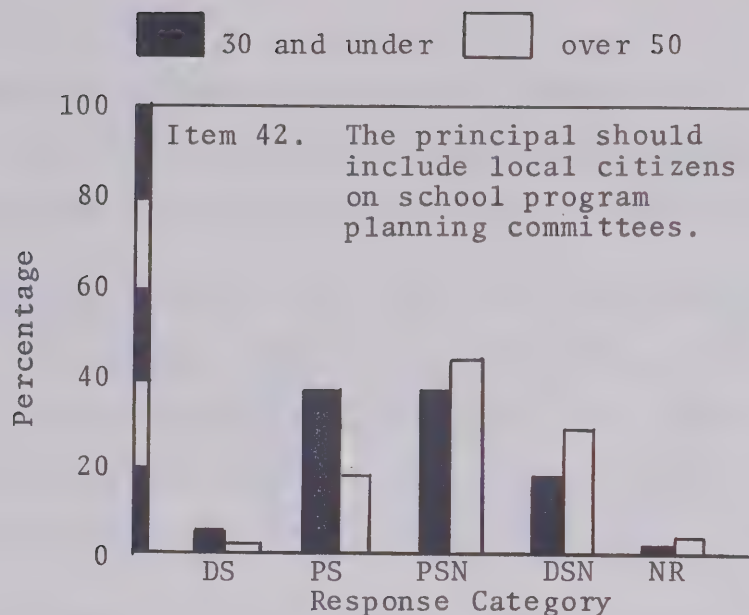


FIGURE 61

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN TWO AGE GROUPS FOR ITEM 42

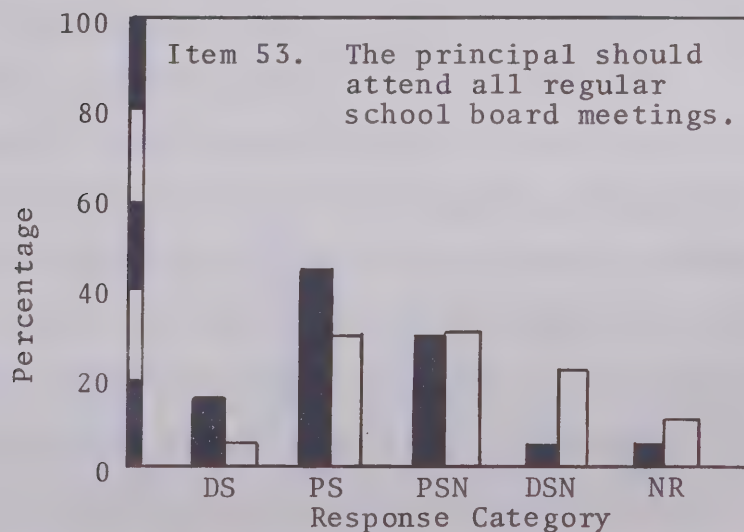


FIGURE 62

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN TWO AGE GROUPS FOR ITEM 53



younger group of teachers was more in favor of this behavior than the older group. A tabulation of these results has been included in Table XXXVII in Appendix J.

Religion. The two sub-groups based on religion did not reveal significant differences in the distribution of responses for the thirteen community and professional items. The tabulation of these results has been included in Table XXXVIII in Appendix J.

Experience. Only two of the thirteen items related to the principal's community and professional behavior revealed a significant difference in the distribution of responses between any of the teacher sub-groups based on years of teaching experience. Since there were four sub-groups, six comparisons were made for each item.

Item 42 asked whether or not the principal should include local citizens on school planning committees. The differences which existed were found between teachers with one or two years of experience and teachers with over twenty years, and between teachers with three to ten years and teachers with over twenty years. In both cases the difference includes the sub-group of teachers who have had over twenty years of experience. Teachers with one or two years of experience and teachers with three to ten years of experience were more in favor of this behavior than teachers with over twenty years. In both the definitely should and





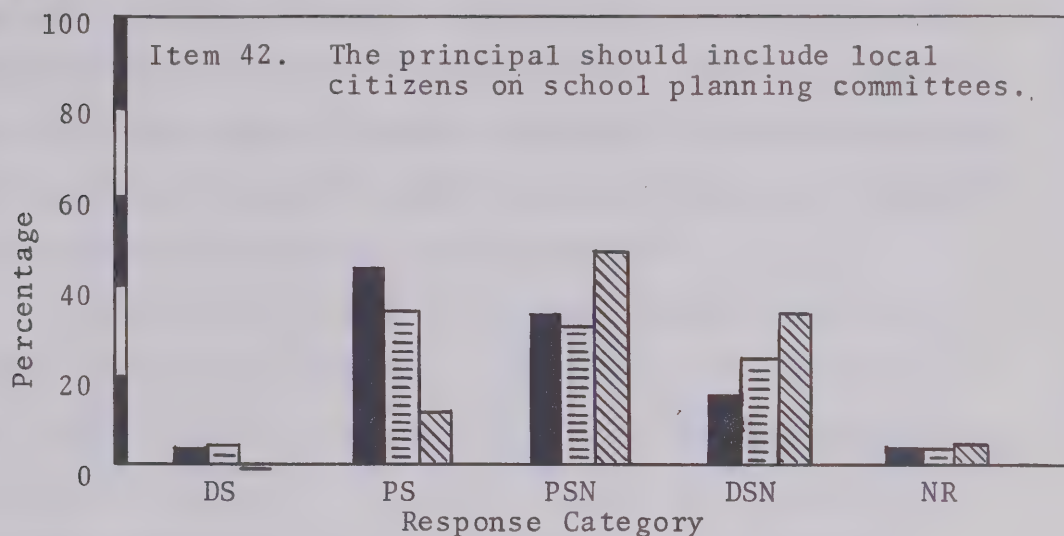


FIGURE 63

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN THREE EXPERIENCE GROUPS FOR ITEM 42

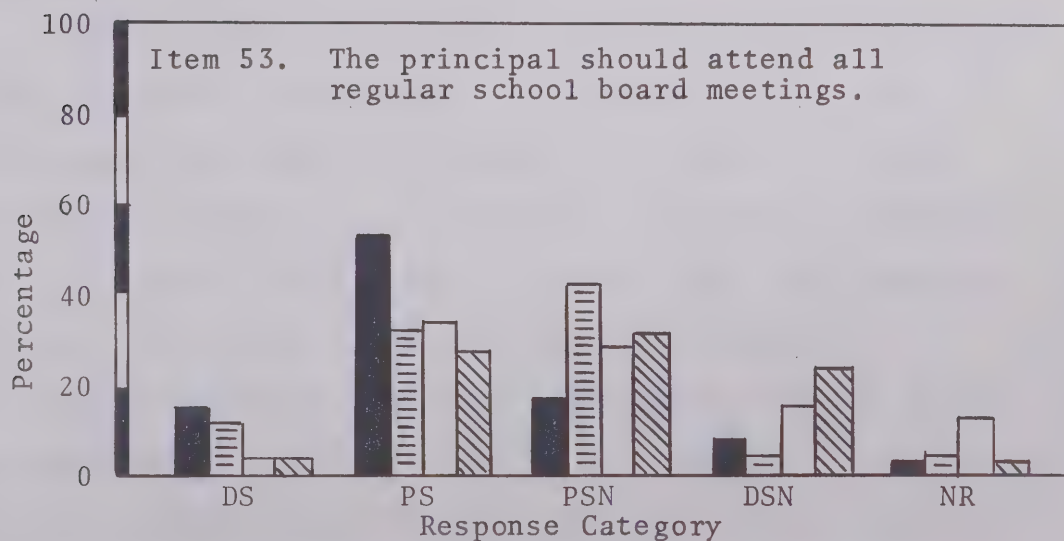


FIGURE 64

THE DISTRIBUTION OF RESPONSES BY TEACHERS IN FOUR EXPERIENCE GROUPS FOR ITEM 53



preferably should categories the two sub-groups with least experience had a proportionately greater number of responses while the sub-group of teachers with the greatest amount of experience had a proportionately greater number of responses in the two should not response categories.

Item 53 states that a principal should attend all regular school board meetings. Among the six comparisons made for this item, four identified significant differences in response patterns... Teachers with one or two years of experience differed from the sub-groups with eleven to twenty years experience and over twenty years of experience. Teachers with three to ten years of experience differed from the same two groups.

Teachers with one or two years of experience submitted a proportionately larger number of responses in the two should categories than the teachers with eleven to twenty years and the teachers with more than twenty years experience while the teachers with eleven to twenty years and teachers with more than twenty years experience indicated a proportionately larger number of responses in the two should not categories.

The comparison of teachers with three to ten years of experience with the two upper experience groups seemed to follow the same pattern. In general, it would appear that teachers with a limited amount of experience were more in favor of the principal's attendance at all regular school



board meetings than teachers with eleven or more years of experience.

A tabulation of responses given by teachers in experience sub-groups to Items 42 to 54 is contained in Table XXXIX in Appendix J.

Teacher training. Years of teacher training was used to categorize teachers into three sub-groups: one year of teacher training, two to three years, and four to six years of teacher training. In responding to Items 42 to 54, one significant difference in the distribution of responses was identified.

Item 53, related to the principal's attendance at board meetings and illustrated in Figure 65, identified a significant difference in the responses of teachers with one year of training and teachers with two or three years of training. Figure 65 illustrates that teachers with one year of training are relatively low in the should response categories and relatively high in both of the should not response categories.

A tabulation of teacher responses is included in Table XL in Appendix J.

Recency of teacher training. Teachers responding to Items 42 to 54 of the Expectations Questionnaire were divided into two groups on the basis of the recency of their teacher training. The distribution of responses for



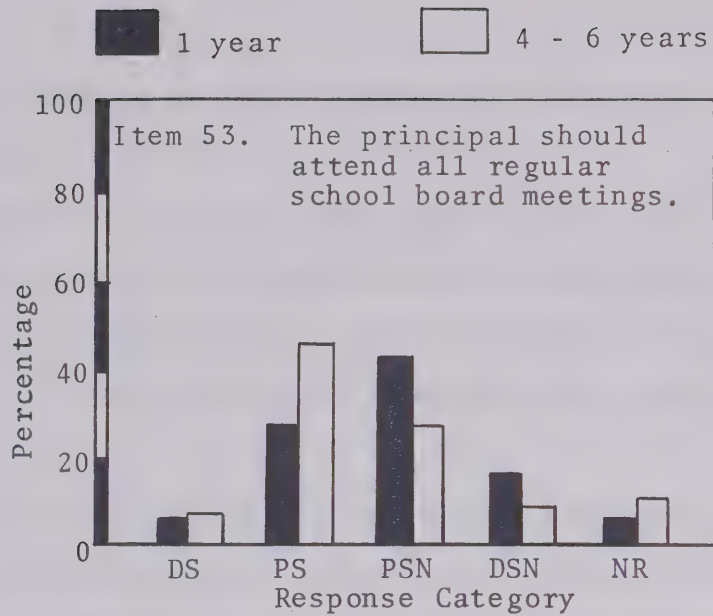


FIGURE 65

THE DISTRIBUTION OF RESPONSES BY TEACHERS AT TWO LEVELS  
OF TEACHER TRAINING FOR ITEM 53





Item 53 was found to be significantly different for the two sub-groups.

Figure 66 illustrates that teachers who have been trained before 1960 have proportionately fewer responses in favor, and a proportionately greater number of responses not in favor of the principal's attending the regular board meeting.

Table XLI in Appendix J contains a tabulated summary of the responses given by teachers with training before and after 1960 to Items 42 to 54 of the Expectations Questionnaire.

Grade taught. Teachers in the three grade divisions: grades 1, 2, and 3; 4, 5, and 6; and 7, 8, and 9; were asked to respond to community and professional items. Responses for Items 48 and 49 revealed significant differences in the distribution of responses.

The distribution of responses for Item 48 is illustrated in Figure 67. When teachers were asked whether or not the principal should act on salary negotiating committees, a significant difference in response was found in the preferably should and in the preferably should not category. Fifty-nine per cent of the division two teachers and 40 per cent of the division three teachers responded with preferably should while only 23 per cent of the division one and 34 per cent of the division three teachers indicated a preferably should not response. The general tendency seemed to be that division



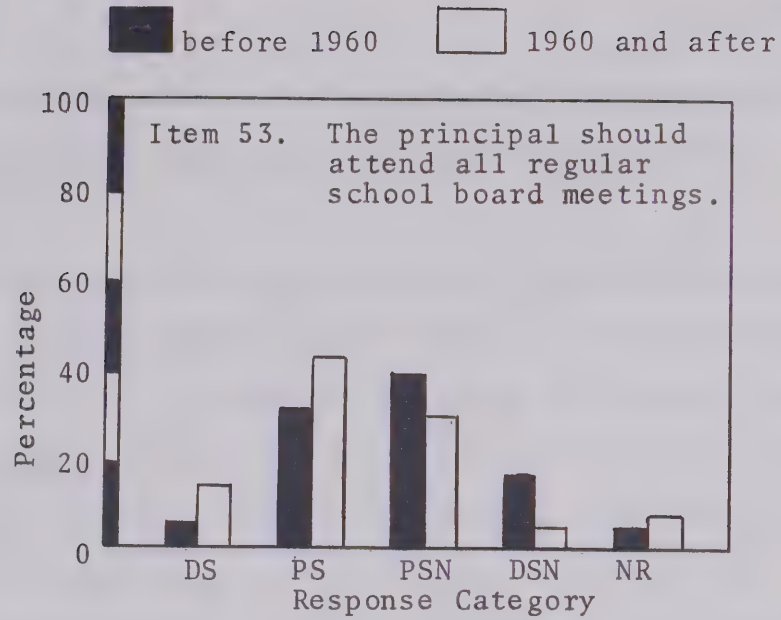


FIGURE 66

THE DISTRIBUTION OF RESPONSES BY TEACHERS WITH  
RECENT AND NON-RECENT TRAINING FOR ITEM 53



two teachers were more in favor of having the principal on the negotiating committee than the division three teachers.

Item 49 identified a significant difference in the distribution of responses for teachers in division one and three. This item, illustrated in Figure 68, states that the principal should belong to a civic organization such as Lions, Rotary, etc. The most significant aspect of Figure 68 is the difference of responses for the preferably should not category. Thirty-three per cent of the division one teachers appeared in this response category as compared with 11 per cent of the division three teachers. In general, Figure 68 shows that division three teachers were more in favor of having the principal belong to civic organizations.

A complete tabulation of responses given by the teachers in the three grade divisions has been included in Table XLII in Appendix J.

#### Statement Regarding Hypotheses

Sex. A comparison of male and female responses to Items 42 to 54 of the Expectations Questionnaire was made by testing the following hypothesis: There is no significant difference in the distribution of responses between male and female teachers in their expectations for each item categorized under the general heading of principal's community and professional behavior.



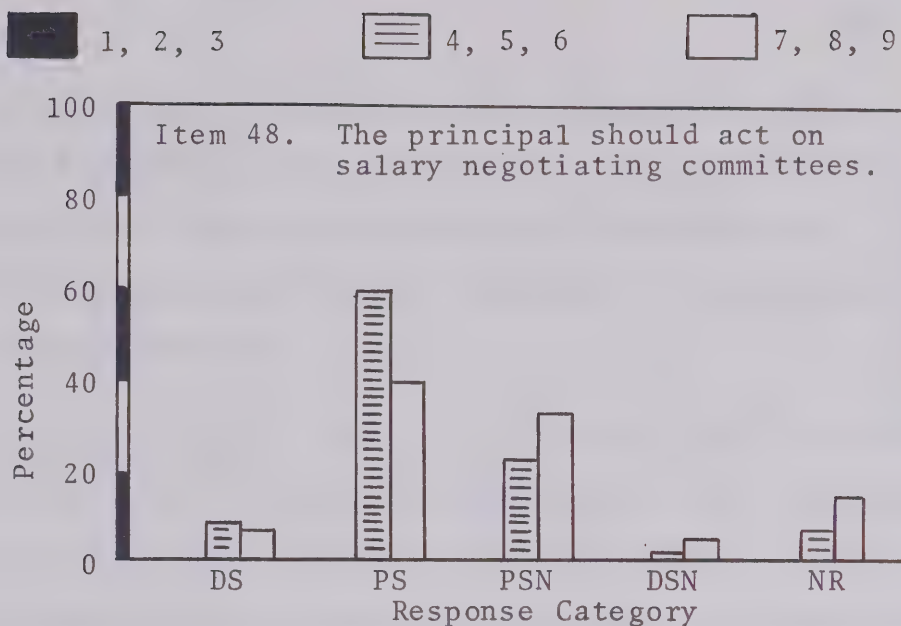


FIGURE 67

THE DISTRIBUTION OF RESPONSES BY TEACHERS AT TWO GRADE LEVELS FOR ITEM 48

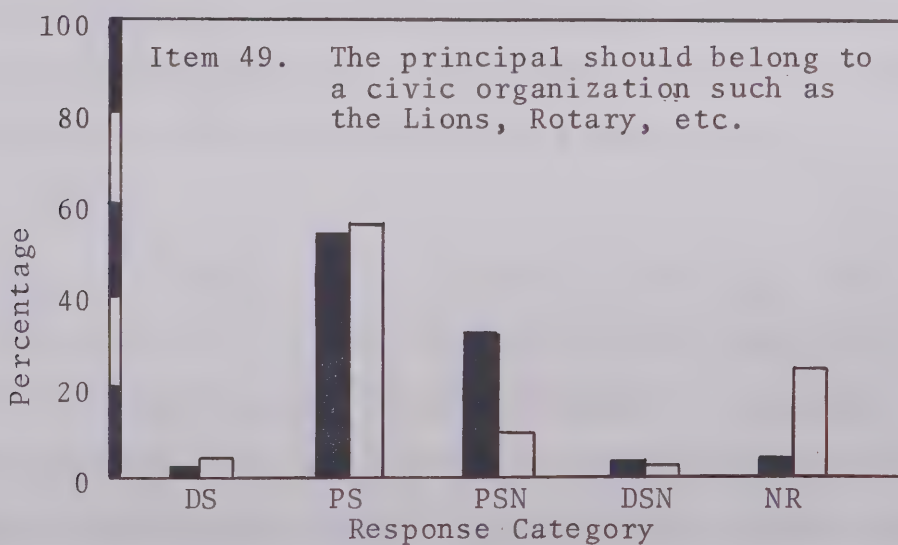


FIGURE 68

THE DISTRIBUTION OF RESPONSES BY TEACHERS AT TWO GRADE LEVELS FOR ITEM 49





Since there was insufficient evidence to reject the null hypothesis, it was concluded that sex did not produce teacher sub-groups which held significantly different expectations for the principal's community and professional behavior.

Marital status. The null hypothesis being tested read: There is no significant difference in the distribution of responses between single and married teachers in their expectations for each item categorized under the general heading of principal's community and professional behavior.

Sufficient evidence was gathered to reject this hypothesis for Item 53 only. It was concluded that for this item, marital status did produce sub-groups with significantly different expectations, but for the remaining twelve items, marriage did not influence the total population's expectations.

Age. A comparison of teachers in three age sub-groups was made by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers: (1) under thirty years of age and those between thirty-one and fifty; (2) under thirty years of age and those over fifty; (3) between thirty-one and fifty and those over fifty years of age; in their expectations for each item categorized under the general heading of principal's community and professional behavior.



Sufficient evidence was found to reject this hypothesis for Items 42 and 53 only when teachers under thirty years of age and teachers over fifty were involved.

It was concluded that teachers under thirty and teachers over fifty did, in fact, constitute two populations with significantly different expectations when the distribution of responses for Items 42 and 53 were compared.

Religion. A comparison of Roman Catholic and Protestant teachers was made by testing the following null hypothesis: There is no significant difference in the distribution of responses between Roman Catholic and Protestant teachers in their expectations for each item categorized under the general heading of principal's community and professional behavior.

Since there was insufficient evidence to reject the null hypothesis, the researcher concluded that Roman Catholics and Protestants constituted a single population with similar expectations for the thirteen items describing the principal's community and professional behavior.

Experience. Teachers with varying years of teaching experience were compared by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers:

- (1) with one or two years of teaching experience and



those with three to ten years;

- (2) with one or two years of teaching experience and those with eleven to twenty years;
- (3) with one or two years of teaching experience and those with more than twenty years;
- (4) with three to ten years of teaching experience and those with eleven to twenty years;
- (5) with three to ten years of teaching experience and those with more than twenty years;
- (6) with eleven to twenty years of teaching experience and those with more than twenty years;

in their expectations for each item categorized under the general heading of principal's community and professional behavior.

Insufficient evidence was found to reject this entire hypothesis except for Items 42 and 53. It was concluded that, for the other eleven items, the number of years of experience a teacher may have did not contribute to the formation of sub-groups which held significantly different expectations for the principal's community and professional behavior.

In considering Item 42, sufficient evidence could be found to reject statements three and five of the hypothesis. It was concluded that teachers with one or two years of experience and teachers with more than twenty years; and teachers with three to ten years of experience and teachers with more than twenty years did hold significantly different



expectations for the principal's behavior when this particular item was considered.

In considering Item 53, sufficient evidence was found to reject statements two, three, four, and five of the hypothesis. It was concluded that teachers with one or two years of experience held significantly different expectations than teachers with eleven to twenty years and teachers with more than twenty years, and that teachers with three to ten years of experience held significantly different expectations than teachers with eleven to twenty years and teachers with more than twenty years when Item 53 was considered.

Training. Teachers with one year of training were compared with teachers with two or three years by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with one year of teacher training and those with two or three years in their expectations for each item categorized under the general heading of the principal's community and professional behavior.

There was insufficient evidence to reject this hypothesis for all community and professional items with the exception of Item 53. For this item, the conclusion followed that there was a significant difference in the distribution of responses between teachers with one year of





training and those with two or three years.

Teachers with one year of training were compared with teachers with four to six years of training, and teachers with two or three years of training were compared with teachers with four to six years of training by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers with one year of teacher training and those with more than four years, and between teachers with two or three years of teacher training and those with more than four years in their expectations for each item categorized under the general heading of principal's community and professional behavior.

Since there was insufficient evidence to reject the null hypothesis, it was concluded that the teachers in the above-mentioned categories did not hold significantly different expectations for the principal and his community and professional behavior.

Recency of training. The hypothesis related to recency of training was stated as follows: There is no significant difference in the distribution of responses between teachers who have taken their teacher training before 1960 and those who have taken teacher training since 1960 in their expectations for each item categorized under the general heading of principal's community and professional behavior.



There was sufficient evidence to reject the null hypothesis for Item 53. For this item, it was concluded that recency of training did produce teacher sub-groups with significantly different expectations for the principal's community and professional behavior. For the other community and professional items, it was concluded that teachers with training before and after 1960 did not have significantly differing expectations.

Grade taught. (1) Teachers in division one and division two were compared by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers who teach grades 1, 2 or 3, and those who teach grades 4, 5 or 6 in their expectations for each item categorized under the general heading of principal's community and professional behavior.

Since there was not sufficient evidence to reject the null hypothesis, the researcher concluded that the two groups tested came from the same population and that their expectations were similar for the thirteen community and professional items.

(2) Teachers in division one and division three were compared by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers who teach grades 1, 2 or 3, and those who teach grades 7, 8 or 9 in their expectations for each item



categorized under the general heading of principal's community and professional behavior.

There was sufficient evidence to reject the null hypothesis for Item 49 only, and it was concluded that teachers in division one and teachers in division three constituted sub-groups with significantly different expectations for the principal when Item 49 was considered.

(3) Teachers in division two and division three were compared by testing the following hypothesis: There is no significant difference in the distribution of responses between teachers who teach grades 4, 5 or 6 and those who teach 7, 8 or 9 in their expectations for each item categorized under the general heading of principal's community and professional behavior.

There was sufficient evidence to reject the null hypothesis for Item 48 only and it was concluded that teachers in division two and teachers in division three constituted sub-groups with significantly different expectations for the principal when this item was considered.

### III. SUMMARY

Differences in expectation ratings were found in eight of the thirteen community and professional items.

Should include local citizens on school program planning committees.



While most teachers were not in favor of this item, the majority of those which expressed approval were teachers under thirty and teachers with few years of experience.

Should encourage teachers to join specialist councils.

Superintendents were very emphatic in supporting this item while a majority of the teachers felt that this was a reasonable behavior for a principal. Any lack of support for this item was recorded by teachers.

Should keep the public informed.

While superintendents expressed very strong support for this item, teachers agreed that this behavior would be preferable.

Should participate in current educational research.

Both superintendents and teachers expressed agreement with this item. Superintendents expressed very strong support while teachers indicated that this behavior was preferable.

Should act on salary negotiating committees.

A greater proportion of teachers in grades 4, 5 and 6 expected the principal to act on negotiating committees than teachers in grades 7, 8 and 9.

Should belong to civic organizations.

Both superintendents and principals were strongly in favor of this item but teachers tended to disagree. A greater proportion of the grade 1, 2 and 3 teachers than the junior high teachers disagreed.





Should encourage parent visitations to the school.

Strong support for this role behavior was expressed by principals and superintendents. Teachers agreed but were less supportive.

Should attend all regular school board meetings.

While 50 per cent of the teachers felt that this was desirable, 75 per cent of the superintendents were in strong opposition.

Single teachers, younger teachers, and teachers with limited experience felt that principals should probably attend these meetings.

Teachers trained before 1960 had proportionately fewer responses in favor, and proportionately greater number of responses not in favor of the principal's attending the regular board meeting.



## CHAPTER X

### SUMMARY AND CONCLUSIONS

This study of role expectations was based in part on the school system model, Figure 4, and the modified dyad model, Figure 3.

#### I. POSITION GROUPS

Consideration was given to differences in expectations which the counter positions held for the focal position's attributes, school management behavior, staff relationships behavior, and community and professional behavior.

##### Attributes

All three counter positions expected the principal to have at least a B. Ed. degree but the difference arose between superintendents and principals, and superintendents and teachers with the superintendents' greater insistence on this attribute.

##### School Management Behavior

Teachers differed with both principals and superintendents in favor of having a principal who was a firm disciplinarian.

The expectation related to classroom visitation resulted in a difference of opinion between superintendents and teachers. Superintendents felt more strongly that a



principal should visit each classroom several times a year but while some teachers were in general agreement others felt that the principal should not visit classrooms.

Superintendents placed considerable emphasis on the principal's initiating inservice education and in so doing, differed with both teachers and principals. Although there was little conflict evident, superintendents definitely felt that the principal should initiate inservice education programs while teachers and principals gave assent to this aspect of behavior.

The question related to the selection of staff revealed differences between principals' and teachers' expectations. A relatively large percentage of teachers recorded responses in the should not category. Principals felt they should be active in staff selection but teachers did not agree.

A similar difference in expectation was noted between principals and teachers with respect to the principals' role in recommending the dismissal of teachers whom he believed to be incompetent.

Principals and superintendents agreed that it was reasonable for a principal to expect teachers who do not hold an approved degree to improve their qualifications by attending summer school but both groups differed in this respect with the teachers. This particular behavior would not be well accepted by teachers.



### Staff Relationships Behavior

Teachers were more insistent than superintendents that a principal should support a teacher when there is a difference of opinion between teachers and board members on matters of curriculum. Over fifty per cent of the teachers would demand this support while nearly all superintendents felt that it would be desirable but not necessarily essential.

A difference in expectations between principals and teachers appeared when these two groups were asked to respond to a question related to the principal's role in encouraging teachers to experiment with new methods of teaching. Principals were more inclined to see themselves as agents encouraging new methods than were teachers.

Although the matter of teachers attending Saturday professional development meetings did not meet with very much support, both superintendents and principals were more in favor of this expectation than were teachers. Teachers did not feel that a principal should expect them to give up their Saturdays for professional development.

### Community and Professional Behavior

Teachers were found to differ with both principals and superintendents with reference to the expectation that principals should encourage teachers to join specialist councils. Both principals and superintendents felt that a principal should encourage teachers to join but teachers were





less inclined to think so.

An identical pattern was set for the expectation related to the principal's responsibility in keeping the public informed about school activities.. Although teachers saw this behavior as preferable, superintendents and principals were more inclined to be definite about this expectation.

While teachers felt that it may be desirable that a principal be an active participant in current educational research, the large majority of superintendents definitely expected this to be a part of the principal's role.

The question of a principal's belonging to civic organizations resulted in a difference between principals and teachers, and superintendents and teachers. Teachers did not feel this was expected of principals as much, as did superintendents and principals.

Teachers were found to differ with both principals and superintendents with reference to the expectation that the principal should encourage parent visitation to the school. Both superintendents and principals felt that the principal should be active in encouraging parents but teachers were less inclined to support this.

Attendance at board meetings was not considered part of the principal's role according to the majority of superintendents and teachers. A significantly large group of teachers indicated that attendance may be preferable but



superintendents were certainly not in agreement.

## II. TEACHER SUB-GROUPS

The second hypothesis was tested to determine whether or not teacher sub-groups held differing expectations for the behavior of the principal.

The modified dyad model, Figure 5, illustrates the counter position broken into two sub-groups. This counter position was broken into a number of parts depending on the number of sub-groups being considered. It was hypothesized that each sub-group would view the role of the principal differently. The expectations of sub-groups were tested to determine whether or not a difference did exist.

### Attributes

The expectation related to the principal's ability to speak well was seen as being more desirable by teachers under thirty years of age than those over fifty.

The two sub-groups of teachers over thirty years of age expected the principal to be a person to whom the teachers could go with their personal problems more than did the younger teachers. Younger teachers admitted that this was somewhat desirable but older teachers felt this was definitely a part of the principal's role.

A similar pattern of responses was found with teachers having three to ten years of experience and those having over



twenty years. Similarity such as this is to be expected since older teachers are those with a greater amount of experience.

Most teachers over thirty-one felt that an aspect of the principal's role was his ability to teach. Younger teachers felt that this was desirable but were less insistent than those over thirty-one.

That the principal have a degree was felt to be a definite requirement for his role. Teachers with a degree definitely expected the principal to have a degree but teachers without a degree while admitting it to be desirable tended to take a more neutral position on this point.

#### School Management Behavior

Teachers trained within the last six years placed a greater emphasis on the principal's role in the improvement of the instructional program. Teachers recently trained and those trained prior to 1960 were in general agreement that the principal should devote at least half of his time to the improvement of the instructional program but recently trained teachers placed a greater amount of emphasis on this activity.

Although there was a wide range of opinion regarding the principal and supervision, female teachers were more insistent that a turn at supervision was part of the principal's role. Male teachers generally thought this acceptable, but of those who disagreed, the percentage of males was greater



than the females.

Item 18, "The principal should have the teachers evaluate him periodically as a means for determining his effectiveness," identified differences in expectations between seven sub-groups which represented five demographic characteristics: sex, age, experience, length of training, and recency of training.

Male teachers expected this behavior more than female teachers but even so, both groups had a majority of its members not favoring this evaluation.

The majority of teachers in the various age sub-groups did not favor the behavior described in Item 18 but those favoring it or those not as strongly opposed came from the group of teachers who were under thirty. The two sub-groups over thirty years of age expressed similar expectations.

The pattern of differences established by the age sub-groups was similar to the pattern set by the three experience sub-groups. Teachers with few years of experience, or younger teachers, tended to favor teacher evaluation of the principal's effectiveness while teachers in the other two groups were either not in favor or completely opposed to this activity.

Teachers with one year of training and teachers who were trained prior to 1960 were less inclined to expect the principal to ask his staff to evaluate his effectiveness.





Teachers with two or three years of training and those trained following 1960 expressed a greater desire to have the principal use teachers to evaluate his effectiveness.

Although the majority of teachers in each sub-group did not feel that this method of evaluation was an expected aspect of the principal's role, the tendency in favor was expressed by recently trained teachers and teachers with two to three years of training while the tendency against was expressed by one year trained teachers and teachers trained prior to 1960.

Another aspect of the principal's role is the extent to which he becomes the main source of counselling help for teachers in efforts to solve individual student problems. Although there was general agreement that the principal be the main source of help, several sub-groups placed more emphasis on this expectation than others. These were the female teachers, teachers with training prior to 1960, and teachers in grades 1, 2 and 3.

When corporal punishment and its place in the principal's role were considered, teachers with one year of training and teachers trained before 1960 were more in favor of delegating this completely to the principal than were teachers with four to six years of training and those trained following 1960.

The majority of teachers in the two age sub-groups, under thirty and thirty-one to fifty, felt that the principal's role did not include helping the janitor plan his work and



supervising the results. Those favoring this behavior were in the thirty-one to fifty age group. The younger teachers tended to think that a principal should not become involved with janitorial tasks. Most teachers with degrees thought that it may be preferable while the majority of teachers with two to three years of training did not expect the principal to help plan and supervise the janitor's work.

Teachers were nearly unanimous in expecting the principal to involve them in the formulation of school policy. Teachers under thirty and teachers with two or less years of experience differ from other experience sub-groups by indicating that they definitely expect the principal to involve teachers in the formulation of school policy.

Teacher sub-groups based on years of teaching experience differed with regard to the expectation related to the principal's participation in the selection of teaching staff. It was also found that male teachers favored this behavior more than female teachers.

Teachers with two to three years of training differed from teachers with one year in that more thought that the principal preferably should be involved in staff selection. Teachers with recent training expressed expectations similar to teachers with two to three years of training. More teachers with training prior to 1960 were not in favor of the principal helping in staff selection than teachers with training after 1960.



A majority of all teachers expected the principal to participate in staff selection but teachers in junior high school grades tended to favor this aspect of the principal's role more than the elementary teachers.

Teachers with degrees differed greatly from teachers with one year of training with respect to the principal's expectation that teachers who do not hold approved degrees should improve their qualifications by attending summer school. Although not insisting, teachers with four to six years of training felt that this behavior on the part of the principal was preferable.

Teachers with recent training and junior high school teachers tended to think that a principal's role included his encouraging teachers to attend summer school.

#### Staff Relationships Behavior

Both male and female teachers agreed that the principal should support the teacher when there is a difference of opinion between teachers and board members on the matter of curriculum but female teachers differed from male teachers by being more insistent on this aspect of the principal's role.

Item 34 suggested that a principal require teachers to compile daily lesson plans. Female teachers favored this more than male teachers. Teachers from thirty-one to fifty differed from teachers under thirty by being more willing to



accept this as part of the principal's role than the younger group.

Teachers with over twenty years of experience differed from those with one or two years of experience, three to ten years of experience, and eleven to twenty years of experience, when asked whether or not the principal should require teachers to attend local Home and School Association meetings. Although there was general opposition to this expectation, those with over twenty years of teaching experience were most adamant in opposing it.

Differences between age groups and experience groups were revealed when teachers were asked whether or not a principal should support a teacher when there was a difference of opinion between teachers and superintendents on matters of curriculum. Young teachers and teachers with limited experience saw the principal in the role of supporting the teacher. They desired this support more than did the older teachers and teachers with three or more years of experience.

Teachers under thirty differed from teachers who were from thirty-one to fifty years of age, and teachers who were over fifty by expecting a principal to consider out-of-school personal responsibilities of teachers when assigning teaching duties. The teachers in the other two age groups tended to feel that a principal should not be concerned with out-of-school personal responsibilities.

Although the majority of teachers felt that the





principal should keep a certain professional distance between himself and the teachers, teachers with eleven to twenty years of experience were inclined to disagree. Those with over twenty years of experience were not in favor of having this behavior become part of the principal's role.

### Community and Professional Behavior

The question of whether or not the principal should include local citizens on school program planning committees received greater support from teachers under thirty than from those over fifty. Although this was not a generally accepted behavior, the younger teachers expressed more support for this aspect of the principal's role.

The principal's acting on salary negotiating committees was accepted by most teachers. A greater proportion of teachers in grades four, five and six were noted to be in favor of this than teachers in grades seven, eight and nine.

Sub-groups based on the grade taught differed with respect to their expectations regarding the principals involvement in civic organizations. Although this behavior was accepted by most teachers, those in grades one, two, and three felt that perhaps the principal should not belong to civic organizations.

The question of whether or not a principal should attend all regular school board meetings identified differences of expectations between eight sub-groups of five different



demographic characteristics.

Single teachers, teachers under thirty years of age, and teachers with limited experience were more inclined to think that a principal should attend school board meetings. While a third of the older teachers saw this behavior only as preferable, the majority were certainly not in favor of the principal's attending all regular school board meetings.

Teachers with four to six years of training were more inclined to think that a principal's attendance at board meetings would be an accepted aspect of his role. Teachers with training prior to 1960 seemed to favor the negative point of view while recently trained teachers had a greater tendency to favor the principal's attending regular school board meetings.

### III. IMPLICATIONS

Conclusions of this study are not prescriptive in nature, indicating how a principal should or should not behave. Rather the conclusions indicate differences in role expectations. A principal, knowing areas where there is a difference in expectations, will seek to bring about harmony or will behave within the limits of tolerance. In areas where expectations show a significant difference, the principal should investigate his behavior to determine whether or not he could behave in a manner which would meet expectations and bring about harmony of expectations.



A principal, superintendents, and school staff could begin a study of the principal's role by considering areas in which there was a difference in expectations. This approach would bring the relevant expectations to bear on the school situation.

Knowing that demographic characteristics may lead to differences in expectations, a principal would be better equipped to relate to a given teacher sub-group or to establish a behavior which would minimize or eliminate a conflict in expectations between two teacher sub-groups.

Differing sub-groups and significant expectations for the principal's role identified in this study should be expanded and additional details of that difference should be investigated in depth. A refined instrument measuring only the areas where conflict was identified would enable the principal to deal with these issues before serious staff situations occurred.



B I B L I O G R A P H Y





## BIBLIOGRAPHY

## A. BOOKS

- Campbell, Roald F. "Situational Factors in Educational Administration," Administrative Behavior in Education, Roald F. Campbell and Russell T. Gregg, editors. New York: Harper and Brothers Publishers, 1957. Pp. 228-268.
- Getzels, Jacob W., and Herbert A. Thelen. "The Classroom Group as a Unique Social System," The Dynamics of Instructional Groups, Nelson B. Henry, editor. The Fifty-ninth Yearbook of the National Society for the Study of Education, Part II. Chicago, Illinois: The University of Chicago Press, 1960. Pp. 53-82.
- Gross, Neal, Ward S. Mason, and A.W. McEachern. Explorations in Role Analysis. New York: John Wiley and Sons, Inc., 1958.
- Hare, Paul H. Small Group Research. New York: The Free Press of Glencoe, 1962.
- Jackson, Jay. "Structural Characteristics of Norms," The Dynamics of Instructional Groups, Fifty-ninth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1960. Pp. 136-163.
- Klineberg, Otto. Social Psychology. New York: Henry Holt and Company, 1954.
- Linton, Ralph. The Cultural Background of Personality. New York: D. Appleton-Century Company, 1945.
- \_\_\_\_\_. The Study of Man. New York: Appleton-Century Company, 1936.
- Newcomb, Theodore M. Social Psychology. New York: The Dryden Press, 1950.
- Parsons, Talcott, and Edward Shils. "Part 2: Values Motives, and Systems of Action," Toward a General Theory of Action, Talcott Parsons and Edward A. Shils, editors. Cambridge: Massachusetts: Harvard University Press, 1959. Pp. 45-276.



Roethlisberger, Fritz J. "Blueprint Organization and Social Structure," Human Relations in Administration, Robert Dublin, editor. New York: Prentice-Hall, Inc., 1951. Pp. 21-23.

Seeman, Melvin. "Role Conflict and Ambivalence in Leadership," The Sociology of Education, Robert R. Bell, editor. Homewood, Illinois: Dorsey Press, 1962. Pp. 297-312.

\_\_\_\_\_. Social Status and Leadership. Columbus, Ohio: The Ohio State University, 1960.

Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Company, Inc., 1956.

Stogdill, Ralph M., Ellis L. Scott, and William E. Jaynes. Leadership and Role Expectations. Ohio Studies in Personnel, Research Monograph No. 86. Columbus, Ohio: Ohio State University, 1956.

Trow, William Clark. "Role Functions of the Teacher in the Instructional Group," The Dynamics of Instructional Groups, Fifty-ninth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1960. Pp. 30-50.

Znaniecki, Florian. The Social Role of the Man of Knowledge. New York: Columbia University Press, 1940.

## B. PERIODICALS

Becker, Howard S. "The Teacher in the Authority System of the Public School," The Journal of Educational Sociology, 27:128-141, November, 1953.

Brookover, A.B. "Research on Teacher and Administrator Roles," The Journal of Educational Sociology, 29:2-13, September, 1955.

Burns, Hobert W. "Success Criteria and CI Technique," Phi Delta Kappan, 38:73-75, November, 1956.

Chase, Francis S. "How to Meet Teacher's Expectations of Leadership," Administrator's Notebook, 1:1-4, April, 1953.

\_\_\_\_\_. "Professional Leadership and Teacher Morale," Administrator's Notebook, 1:1-4, March, 1953.



- \_\_\_\_\_. and Egon G. Guba. "Administrative Roles and Behavior," Review of Educational Research, 25:281-95, October, 1955.
- Corbally, John E., Jr. "A Second Look at the CI Technique," Phi Delta Kappan, 38:141-142, January, 1957.
- \_\_\_\_\_. "The Critical Incident Technique and Educational Research," Educational Research Bulletin, 35:57-62, March, 1956.
- Flanagan, John C. "The Critical Incident Technique," Psychological Bulletin, 51:327-58, July, 1954.
- Lewis, Don and C.J. Burke. "The Use and Misuse of Chi-Square Test," Psychological Bulletin, 46:433-487, November, 1949.
- Merigis, Harry J. "Attitudinal Differences Between Principals and Teachers," National Elementary Principal, 40:35-38, April, 1961.
- Moser, Robert P. "The Leadership Patterns of School Superintendents and School Principals," Administrator's Notebook, 6:1-4, September, 1957.
- Moyer, Donald C. "Leadership that Teachers Want," Administrator's Notebook, 3:1-4, March, 1955.
- Ploghoft, Milton E. "An Evaluation of Preparation for the Principalship," National Elementary Principal, 42:47-50, February, 1963.
- Walters, T.W. "The Job of High School Principal as Perceived by California City Superintendents," Dissertation Abstracts. Ann Arbor, Michigan: University Microfilms, Inc., 15:1018.
- Yarborough, Joseph W. "Morale Is a Number of Things," Illinois Education, 37:130-131, December, 1949.
- Ziller, R.C. and R.V. Exline. "Some Consequences of Age Heterogeneity in Decision-Making Groups," Sociometry, 21:198-211, 1958.

#### C. UNPUBLISHED MATERIALS

- Becker, H.S. "Role and Career Problems of the Chicago Public School Teacher." Unpublished Doctoral dissertation, The University of Chicago, Chicago, 1951.





- Brown, Henry C. "The Role of the Principal in Centralized Schools in a Rural Area in Saskatchewan." Unpublished Master's thesis, The University of Alberta, 1964.
- Buffington, Lawrence R. "The Job of the Elementary School Principal as Viewed by Parents." Unpublished Doctoral dissertation, Stanford University, 1954.
- Chang, Alvin K. "Role Norms to Guide Administrative Selection and Training." Unpublished Doctoral dissertation, University of Stanford, 1963.
- Cheal, John E. "Role Conflict in the Principalship of the Composite High School." Unpublished Master's thesis, The University of Alberta, Edmonton, 1958.
- Evenson, Warren L. "The Leadership Behavior of High School Principals: Perceptions and Expectations of Superintendents, Principals, and Staff Members." Unpublished Doctoral dissertation, The University of Chicago, Chicago, 1958.
- Frazier, Calvin M. "Role Expectations of the Elementary Principal as Perceived by Superintendents, Principals and Teachers." Unpublished Doctoral dissertation, The University of Oregon, Eugene, Oregon, 1964.
- Gray, Martin. "A Role Analysis of the School Principalship." Unpublished Doctoral dissertation, The University of Wisconsin, 1961.
- Holden, Leonard W. "Administrator Roles in Secondary Education as Identified by Secondary Principals and Teachers." Unpublished Doctoral dissertation, Stanford University, 1958.
- Ledgerwood, C. Douglas. "Some Personal and Professional Characteristics of Alberta School Principals, 1958." Unpublished Master's thesis, The University of Alberta, Edmonton, 1963.
- McMullen, Dean. "Comparative Investigation of the Role of the Rural and Urban Principal." Proposal for a Master's thesis, The University of Alberta, Edmonton, March, 1966.
- Medsker, Leland L. "The Job of the Elementary School Principal as Viewed by Teachers." Unpublished Doctoral dissertation, Stanford University. 1954.





Miklos, Erwin. "Dimensions of Conflicting Expectations and the Leader Behavior of Principals." Unpublished Doctoral dissertation, The University of Alberta, Edmonton, 1963.

Morin, Lloyd H. "The Principal's Perception of His Role." Unpublished Master's thesis, The University of Alberta, Edmonton, 1964.

Perceptions of the Elementary Principal's Role, The Report of a Research Study conducted jointly by the principals of Region III of the Washington Elementary School Principals Association and the Psychological Services Centre at the Western Washington College of Education. Seattle, Washington: Washington Education Association, 1959. Pp. 1-12.

Scully, Emily M. "Personnel Administration in Public Education: A Study in Human Relationships." Unpublished Doctoral dissertation, The University of Wisconsin, 1945.

Sherk, Harry G. "The Expectations and Perceptions of Principals for the Role of the Provincially Appointed Superintendent of Schools in Alberta." Unpublished Master's thesis, The University of Alberta, Edmonton, 1964.

Warren, Philip John. "Leadership Expectations of the Principal in Newfoundland's Regional and Central High Schools as Perceived by Principals and Staffs." Unpublished Master's thesis, The University of Alberta, Edmonton, 1964.



A P P E N D I X      A

BACKGROUND INFORMATION SHEETS FOR PRINCIPALS,  
SUPERINTENDENTS, AND TEACHERS; AND THE  
EXPECTATIONS QUESTIONNAIRE USED BY ALL  
RESPONDENTS



## PRINCIPAL'S QUESTIONNAIRE

## PART I

- A. Background Information
- B. Expectations Questionnaire

Please complete all questions in all parts of this questionnaire without consulting anyone. There are no right or wrong answers. It is important that your answers represent your own considered opinions.

Thank you for your cooperation.

ALL INFORMATION IS STRICTLY CONFIDENTIAL AND WILL BE USED FOR EDUCATIONAL RESEARCH PURPOSES ONLY.



## PRINCIPAL

- SCHOOL DATA
1. Grades taught in this school .....
  2. Number of teachers in this school .....
  3. Number of pupils in this school .....

## A. BACKGROUND INFORMATION

1. Sex: Male, Female
2. Marital status: Single, Married, Widowed, Divorced
3. Age: under 20, 21-30, 31-40, 41-50, 50+
4. Religious denomination: .....
5. Years of teaching experience: less than 2, 3-5, 6-10, 11-15, 16-20,  
21-25, 25+
6. Number of complete years of college or university training:  
1, 2, 3, 4, 5, 6, 7
7. Special certification or training: .....
8. Name of training institution last attended .....  
Year during which you last attended .....
9. Degree(s) held .....  
Major field of study for each degree .....  
.....
10. Grade(s) which you teach this year:  
1, 2, 3, 4, 5, 6, 7, 8, 9
11. Subject specialty (if applicable) .....
12. Number of years you have taught in this school .....  
(Excluding time during which you have been principal)
13. Number of years you have been principal in this school .....
14. Total number of years during which you have been a school  
principal .....





## SUPERINTENDENT'S QUESTIONNAIRE

## PART I

- A. Background Information
- B. Expectations Questionnaire

Please complete all questions in all parts of this questionnaire without consulting anyone. There are no right or wrong answers. It is important that your answers represent your own considered opinions.

Thank you for your cooperation.

ALL INFORMATION IS STRICTLY CONFIDENTIAL AND WILL BE USED FOR EDUCATIONAL RESEARCH PURPOSES ONLY.



## SUPERINTENDENT

AREA DATA      1. Number of schools in your area .....

2. Number of teachers in your area .....

## A. BACKGROUND INFORMATION

1. Omitted

2. Marital Status: Single, Married, Widowed, Divorced

3. Age: Under 20, 21-30, 31-40, 41-50, 50+

4. Religious Denomination: .....

5. Years of teaching experience: less than 2, 3-5, 6-10, 11-15, 16-20, 21-25, 25+

6. Number of complete years of college or university training:

1, 2, 3, 4, 5, 6, 7

7. Omitted

8. Name of training institution last attended .....

Year during which you last attended .....

9. Degree(s) held .....

Major field of study for each degree .....

10. Omitted

11. Omitted

12. Number of years experience as a school principal .....

13. Number of years you have been superintendent of this area .....

14. Total number of years experience as a school superintendent .....



## TEACHER'S QUESTIONNAIRE

## PART I

- A. Background Information
- B. Expectations Questionnaire

Please complete all questions in all parts of this questionnaire without consulting anyone. There are no right or wrong answers. It is important that your answers represent your own considered opinions.

Thank you for your cooperation.

ALL INFORMATION IS STRICTLY CONFIDENTIAL AND WILL BE USED FOR EDUCATIONAL  
RESEARCH PURPOSES ONLY.



## TEACHER

## A. BACKGROUND INFORMATION

1. Sex: Male, Female
2. Marital status: Single, Married, Widowed, Divorced
3. Age: under 20, 21-30, 31-40, 41-50, 50+
4. Religious denomination: .....
5. Years of teaching experience: less than 2, 3-5, 6-10, 11-15, 16-20,  
21-25, 25+
6. Number of complete years of college or university training:  
1, 2, 3, 4, 5, 6, 7
7. Special certification or training: .....
8. Name of training institution last attended .....  
Year during which you last attended .....
9. Degree(s) held .....  
Major field of study for each degree: .....  
.....
10. Grade(s) which you teach this year:  
1, 2, 3, 4, 5, 6, 7, 8, 9
11. Subject specialty (if applicable) .....
12. Number of years you have taught in this school .....
13. Number of years you have been teaching in this school during which the  
present principal has held the position of principal.  
.....
14. Omitted





B. EXPECTATIONS QUESTIONNAIRE

1. READ each statement carefully.
2. DECIDE whether you think your principal definitely should, preferably should, preferably should not, or definitely should not do as the statement indicates.
3. CIRCLE the abbreviation which best indicates what you believe that your principal should do.

ABBREVIATIONS

DS ..... definitely should  
PS ..... preferably should  
PSN ..... preferably should not  
DSN ..... definitely should not



ATTRIBUTES

1. The principal should be a good public speaker.	DS	PS	PSN	DSN
2. Assuming equal capabilities, the principal should be of the male sex.	DS	PS	PSN	DSN
3. The principal should be a person to whom the teacher could go with his personal problems.	DS	PS	PSN	DSN
4. The principal should have a good knowledge of current educational developments.	DS	PS	PSN	DSN
5. The principal should be married and have children of his own.	DS	PS	PSN	DSN
6. The principal should be a good teacher.	DS	PS	PSN	DSN
7. The principal should be scholarly and have a good liberal arts background. ( <u>Liberal arts</u> refers to areas outside of education. e.g. history, literature.)	DS	PS	PSN	DSN
8. The principal should have had some experience in teaching in the primary grades.	DS	PS	PSN	DSN
9. The principal should hold at least a B. Ed. degree.	DS	PS	PSN	DSN
10. The principal should wear a suit or a sport coat and tie while on duty.	DS	PS	PSN	DSN

SCHOOL MANAGEMENT

11. The principal should devote at least half of his time to improvement of the instructional program.	DS	PS	PSN	DSN
12. The principal should be a firm disciplinarian. ( <u>Firm disciplinarian</u> means that a feeling exists among students and teachers that when a student is sent to the office for some misconduct that "something will happen". The principal will dispense some form of punishment.)	DS	PS	PSN	DSN
13. The principal should do some classroom teaching each year.	DS	PS	PSN	DSN
14. The principal should visit each classroom several times each year. ( <u>Visit</u> means stay for a period of time.)	DS	PS	PSN	DSN
15. The principal should visit classrooms, for purposes of observation, by appointment only.	DS	PS	PSN	DSN



16.	The principal should be one of the first staff members in the building each morning.	DS	PS	PSN	DSN
17.	The principal should take a regular turn on the supervisory duty schedules.	DS	PS	PSN	DSN
18.	The principal should have the teachers evaluate him periodically as a means for determining his effectiveness.	DS	PS	PSN	DSN
19.	The principal should review and, if he deems it necessary, revise report cards before they are sent home.	DS	PS	PSN	DSN
20.	The principal should be one of the main sources of counseling help for the teachers in efforts to solve individual student problems.	DS	PS	PSN	DSN
21.	The principal should administer the achievement and mental tests for his building.	DS	PS	PSN	DSN
22.	The principal should see that an agenda is distributed at least a few hours before each faculty meeting.	DS	PS	PSN	DSN
23.	If corporal punishment is to be used in student discipline, the principal should be the only person in the building to administer it.	DS	PS	PSN	DSN
24.	The principal should help the janitor to plan his work and supervise the results.	DS	PS	PSN	DSN
25.	The principal should involve his staff in formulating school policy.	DS	PS	PSN	DSN
26.	The principal should initiate in-service education programs.	DS	PS	PSN	DSN
27.	The principal should participate in the selection of teaching staff.	DS	PS	PSN	DSN
28.	The principal should formally evaluate teachers as a means for determining their effectiveness.	DS	PS	PSN	DSN
29.	The principal should recommend the dismissal of teachers whom he believes to be incompetent.	DS	PS	PSN	DSN
30.	The principal should expect teachers who do not hold an approved degree to improve their qualifications by attending summer school.	DS	PS	PSN	DSN

#### STAFF RELATIONSHIPS

31.	The principal should allow staff members to use their own discretion in the use of school supplies.	DS	PS	PSN	DSN
-----	---	----	----	-----	-----



32.	In general, the principal should support the teachers when there is a difference of opinion between teachers and board members on matters of curriculum.	DS	PS	PSN	DSN
33.	The principal should encourage teachers to experiment with new methods of teaching.	DS	PS	PSN	DSN
34.	The principal should require teachers to compile daily lesson plans.	DS	PS	PSN	DSN
35.	The principal should require teachers to attend local Home and School Association meetings.	DS	PS	PSN	DSN
36.	The principal should involve teachers in working out duty schedules.	DS	PS	PSN	DSN
37.	The principal should ask teachers to make appointments to see him rather than come to his office whenever they wish.	DS	PS	PSN	DSN
38.	The principal should expect teachers to attend Saturday professional development meetings.	DS	PS	PSN	DSN
39.	The principal should support the position of the teachers when there is a difference of opinion between teachers and superintendent on matters of curriculum.	DS	PS	PSN	DSN
40.	The principal should take into account out-of-school personal responsibilities of teachers when assigning teaching duties.	DS	PS	PSN	DSN
41.	The principal should keep a certain professional distance between himself and the teachers in his school.	DS	PS	PSN	DSN

#### COMMUNITY AND PROFESSIONAL

42.	The principal should include local citizens on school program planning committees.	DS	PS	PSN	DSN
43.	The principal should actively take part in local politics.	DS	PS	PSN	DSN
44.	The principal should encourage teachers to join specialist councils.	DS	PS	PSN	DSN
45.	The principal should keep the public informed about the school's activities.	DS	PS	PSN	DSN
46.	The principal should participate in current educational research.	DS	PS	PSN	DSN
47.	The principal should inform teachers about policy changes which are being considered.	DS	PS	PSN	DSN







- |   |    |    |     |     |
|---|----|----|-----|-----|
| 48. The principal should act on salary negotiating committees.  | DS | PS | PSN | DSN |
| 49. The principal should belong to a civic organization such as the Lions, Rotary, etc.                     | DS | PS | PSN | DSN |
| 50. The principal should encourage parent visitations to the school.  | DS | PS | PSN | DSN |
| 51. The principal should attend Principals' Association meetings.   | DS | PS | PSN | DSN |
| 52. The principal should attempt to establish the school as a center for community activities.              | DS | PS | PSN | DSN |
| 53. The principal should attend all regular school board meetings.  | DS | PS | PSN | DSN |
| 54. The principal should attempt to have his school provide the kind of education that the community wants. | DS | PS | PSN | DSN |



A P P E N D I X      B

TABLES USED IN THE STATISTICAL TREATMENT  
OF DATA



TABLE IV

SUMMARY OF THE COMPARISONS MADE USING THE KOLMOGOROV-SMIRNOV TWO-SAMPLE TEST OF SIGNIFICANCE

No. of Compari- sons	Groups Compared			
	N (n <sub>1</sub> )*		N (n <sub>2</sub> )	
	POSITION GROUP			
1.	Principal	36	Superintendent	20
2.	Principal	36	Teacher	278
3.	Superintendent	20	Teacher	278
	SEX			
4.	Male	57	Female	213
	MARITAL STATUS			
5.	Single	49	Married	205
	AGE			
6.	30 and under	89	31 - 50	92
7.	30 and under	89	Over 50	88
8.	31 to 50	92	Over 50	88
	RELIGION			
9.	Roman Catholic	29	Protestant	235
	EXPERIENCE (years)			
10.	2 and under	38	3 - 10	99
11.	2 and under	38	11 - 20	79
12.	2 and under	38	Over 20	55
13.	3 - 10	99	11 - 20	79
14.	3 - 10	99	Over 20	55
15.	11 - 20	79	Over 20	55
	TRAINING (Years)			
16.	1 year	124	2 - 3 years	96
17.	1 year	124	4 - 6 years	48
18.	2 - 3 years	96	4 - 6 years	48
	REGENCY OF TRAINING			
19.	Training before 1960	119	Training after 1960	136
	GRADE TAUGHT			
20.	1, 2, 3	96	4, 5, 6	69
21.	1, 2, 3	96	7, 8, 9	95
22.	4, 5, 6	69	7, 8, 9	95

\* -  $n_1$  and  $n_2$  are used in the formula for calculating the D used in the Kolmogorov-Smirnov Two-Sample Test.



TABLE V

TABLE OF CRITICAL VALUES OF D IN THE KOLMOGOROV-  
SMIRNOV TWO-SAMPLE TEST  
(Large Samples: two-tailed test)

Level of Significance	Value of D so large as to call for rejection of $H_0$ at the indicated level of significance where $\underline{D}$ = maximum $S_{n1}(X) - S_{n2}(X)$	
.10	1.22	$\frac{n_1 + n_2}{n_1 n_2}$
.05	1.36	$\frac{n_1 + n_2}{n_1 n_2}$
.025	1.48	$\frac{n_1 + n_2}{n_1 n_2}$
.01	1.63	$\frac{n_1 + n_2}{n_1 n_2}$
.005	1.73	$\frac{n_1 + n_2}{n_1 n_2}$
.001	1.95	$\frac{n_1 + n_2}{n_1 n_2}$





TABLE VI

LEVEL OF SIGNIFICANCE REQUIRED WHEN EMPLOYING THE  
KOLMOGOROV-SMIRNOV TEST OF SIGNIFICANCE FOR  
COMPARISONS ONE TO TWENTY-TWO

Level of Sign.	Comparisons							
	1	2	3	4	5	6	7	8
.10	.3379	.2135	.2806	.1769	.1939	.1769	.1830	.1769
.05	.3767	.2380	.3128	.1972	.2162	.1972	.2040	.1972
.025	.4099	.2570	.3404	.2146	.2353	.2146	.2220	.2146
.01	.4515	.2852	.3749	.2363	.2592	.2363	.2445	.2363
.005	.4792	.3027	.3979	.2508	.2751	.2508	.2595	.2508
.001	.5401	.3412	.4485	.2827	.3100	.2827	.2925	.2827

Level of Sign.	Comparisons							
	9	10	11	12	13	14	15	16
.10	.2367	.2318	.2367	.2562	.1830	.1964	.2123	.1622
.05	.2638	.2584	.2638	.2856	.2040	.2189	.2366	.1809
.025	.2871	.2812	.2871	.3108	.2220	.2383	.2575	.1968
.01	.3162	.3097	.3162	.3423	.2445	.2624	.2836	.2168
.005	.3356	.3287	.3356	.3633	.2595	.2785	.3010	.2301
.001	.3783	.3705	.3783	.4095	.2925	.3139	.3393	.2593

Level of Sign.	Comparisons					
	17	18	19	20	21	22
.10	.2074	.2123	.1488	.1879	.1732	.1879
.05	.2312	.2366	.1659	.2094	.1931	.2094
.025	.2516	.2575	.1805	.2279	.2101	.2279
.01	.2771	.2836	.1988	.2510	.2374	.2510
.005	.2941	.3010	.2110	.2664	.2456	.2664



A P P E N D I X      C

STATISTICAL TREATMENT OF DATA FOR COMPARISON OF  
RESPONSES GIVEN BY PRINCIPALS, SUPERINTENDENTS,  
AND TEACHERS, TO ATTRIBUTE EXPECTATION ITEMS



TABLE VII

COMPARISON OF RESPONSES GIVEN BY PRINCIPALS,  
SUPERINTENDENTS, AND TEACHERS TO ATTRIBUTE  
EXPECTATION ITEMS

Item No.	Position Group	Responses*					Com- par**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
1	Prin.	7	29	0	0	0	P-S	.094	N.S.
	Supt.	2	18	0	0	0	P-T	.054	N.S.
	Teacher	69	207	2	0	0	T-S	.148	N.S.
2	Prin.	4	29	0	1	2	P-S	.056	N.S.
	Supt.	2	16	1	1	0	P-T	.069	N.S.
	Teacher	50	198	4	9	17	T-S	.080	N.S.
3	Prin.	15	12	6	2	1	P-S	.117	N.S.
	Supt.	6	11	2	0	1	P-T	.165	N.S.
	Teacher	70	121	42	31	14	T-S	.163	N.S.
4	Prin.	30	6	0	0	0	P-S	.067	N.S.
	Supt.	18	1	0	0	1	P-T	.008	N.S.
	Teacher	234	42	0	0	2	T-S	.058	N.S.
5	Prin.	1	28	1	0	6	P-S	.033	N.S.
	Supt.	0	16	0	0	4	P-T	.023	N.S.
	Teacher	11	213	10	4	40	T-S	.056	N.S.
6	Prin.	24	11	0	0	1	P-S	.028	N.S.
	Supt.	13	7	0	0	0	P-T	.078	N.S.
	Teacher	207	69	0	0	2	T-S	.095	N.S.
7	Prin.	8	28	0	0	0	P-S	.028	N.S.
	Supt.	5	15	0	0	0	P-T	.043	N.S.
	Teacher	69	197	6	1	5	T-S	.043	N.S.
8	Prin.	5	31	0	0	0	P-S	.150	N.S.
	Supt.	0	17	1	0	2	P-T	.097	N.S.
	Teacher	51	200	11	1	15	T-S	.183	N.S.
9	Prin.	14	22	0	0	0	P-S	.411	.025
	Supt.	16	4	0	0	0	P-T	.050	N.S.
	Teacher	122	147	3	0	6	T-S	.361	.025
10	Prin.	22	14	0	0	0	P-S	.050	N.S.
	Supt.	12	7	1	0	0	P-T	.054	N.S.
	Teacher	155	114	1	1	7	T-S	.042	N.S.

\*Explanation of Response Categories:

DS = Definitely should

PSN = Preferably Should Not

PS = Preferably should

DSN = Definitely Should Not

NR = No Response

\*\*Comparisons:

P-S = Principals and Superintendents

P-T = Principals and Teachers

T-S = Teachers and Superintendents



## A P P E N D I X      D

STATISTICAL TREATMENT OF DATA FOR COMPARISON OF  
RESPONSES GIVEN BY TEACHER SUB-GROUPS TO  
ATTRIBUTE EXPECTATION ITEMS





TABLE VIII

COMPARISON OF RESPONSES GIVEN BY MALE AND FEMALE TEACHERS  
TO ATTRIBUTE EXPECTATIONS ITEMS

Item No.	Sub- Group	Responses*					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
1	Male	18	39	0	0	0	.081	N.S.
	Female	50	161	2	0	0		
2	Male	15	39	0	0	3	.108	N.S.
	Female	33	154	4	8	14		
3	Male	11	26	15	3	2	.091	N.S.
	Female	57	91	27	26	12		
4	Male	47	10	0	0	0	.030	N.S.
	Female	182	30	0	0	1		
5	Male	5	39	2	1	10	.064	N.S.
	Female	5	170	7	2	29		
6	Male	34	22	0	0	1	.183	N.S.
	Female	166	46	0	0	1		
7	Male	6	45	4	0	2	.172	N.S.
	Female	59	149	2	0	3		
8	Male	4	48	3	0	2	.136	N.S.
	Female	44	147	8	1	13		
9	Male	23	34	0	0	0	.047	N.S.
	Female	96	110	2	0	5		
10	Male	28	27	0	0	2	.082	N.S.
	Female	122	85	1	1	4		

\*For explanation of Response Categories see Table VII.



TABLE IX

COMPARISON OF RESPONSES GIVEN BY SINGLE AND MARRIED  
TEACHERS TO ATTRIBUTE EXPECTATIONS ITEMS

Item No.	Sub- Group	Response*					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
1	Single	13	36	0	0	0	.010	N.S.
	Married	53	150	2	0	0		
2	Single	9	37	1	0	2	.062	N.S.
	Married	35	146	3	8	13		
3	Single	10	21	8	5	5	.063	N.S.
	Married	51	88	33	25	8		
4	Single	40	9	0	0	0	.037	N.S.
	Married	175	29	0	0	1		
5	Single	2	36	1	0	10	.067	N.S.
	Married	9	158	7	3	28		
6	Single	31	18	0	0	0	.143	N.S.
	Married	159	45	0	0	1		
7	Single	10	38	1	0	0	.040	N.S.
	Married	50	145	5	0	5		
8	Single	7	36	3	0	3	.043	N.S.
	Married	38	146	8	1	12		
9	Single	26	22	1	0	0	.116	N.S.
	Married	85	114	1	0	5		
10	Single	30	18	0	0	1	.066	N.S.
	Married	112	87	1	1	4		

\*For explanation of Response Categories see Table VII.



TABLE X

COMPARISON OF RESPONSES GIVEN BY TEACHERS IN THREE AGE  
GROUPS TO ATTRIBUTE EXPECTATIONS ITEMS

Item No.	Sub- Group	Responses*					Com- par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
1	Under 30	33	55	1	0	0	A	.132	N.S.
	31 to 50	22	70	0	0	0	B	.223	.025
	Over 50	13	74	1	0	0	C	.091	N.S.
2	Under 30	13	71	1	1	3	A	.118	N.S.
	31 to 50	17	59	2	5	9	B	.070	N.S.
	Over 50	19	61	1	2	5	C	.083	N.S.
3	Under 30	10	44	21	9	5	A	.203	.05
	31 to 50	29	36	11	10	6	B	.217	.05
	Over 50	29	35	10	11	3	C	.031	N.S.
4	Under 30	78	11	0	0	0	A	.050	N.S.
	31 to 50	76	16	0	0	0	B	.035	N.S.
	Over 50	74	13	0	0	1	C	.015	N.S.
5	Under 30	2	68	2	0	17	A	.037	N.S.
	31 to 50	4	65	5	2	16	B	.123	N.S.
	Over 50	5	74	2	1	6	C	.148	N.S.
6	Under 30	57	30	0	0	2	A	.207	.05
	31 to 50	78	14	0	0	0	B	.087	N.S.
	Over 50	64	24	0	0	0	C	.121	N.S.
7	Under 30	15	68	3	0	3	A	.103	N.S.
	31 to 50	25	64	1	0	2	B	.127	N.S.
	Over 50	26	60	2	0	0	C	.024	N.S.
8	Under 30	16	63	6	0	4	A	.031	N.S.
	31 to 50	16	65	4	1	6	B	.044	N.S.
	Over 50	16	66	1	0	5	C	.051	N.S.
9	Under 30	38	47	2	0	2	A	.106	N.S.
	31 to 50	49	41	0	0	2	B	.063	N.S.
	Over 50	32	55	0	0	1	C	.169	N.S.
10	Under 30	53	34	0	0	2	A	.128	N.S.
	31 to 50	43	47	0	0	2	B	.023	N.S.
	Over 50	54	30	1	1	2	C	.146	N.S.

\* For explanation of Response Categories see Table VII.

\*\* Comparisons: A. Under 30 and 31 to 50.  
B. Under 30 and over 50.  
C. 31 to 50 and over 50.



TABLE XI

COMPARISON OF RESPONSES GIVEN BY ROMAN CATHOLIC AND  
PROTESTANT TEACHERS TO ATTRIBUTE EXPECTATIONS ITEMS

Item No.	Sub- Group	Responses*					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
1	R.C.	8	21	0	0	0	.038	N.S.
	Prot.	56	177	2	0	0		
2	R.C.	6	20	0	3	0	.068	N.S.
	Prot.	41	169	4	5	16		
3	R.C.	7	12	7	3	0	.058	N.S.
	Prot.	59	104	34	25	13		
4	R.C.	25	4	0	0	0	.011	N.S.
	Prot.	200	34	0	0	1		
5	R.C.	0	22	3	1	3	.063	N.S.
	Prot.	10	183	6	2	34		
6	R.C.	19	10	0	0	0	.102	N.S.
	Prot.	178	55	0	0	2		
7	R.C.	6	21	1	0	1	.044	N.S.
	Prot.	59	167	5	0	4		
8	R.C.	5	22	0	0	2	.037	N.S.
	Prot.	43	167	11	1	13		
9	R.C.	18	10	0	0	1	.199	N.S.
	Prot.	99	130	2	0	4		
10	R.C.	14	15	0	0	0	.087	N.S.
	Prot.	134	93	1	1	6		

\* For explanation of Response Categories see Table VII.





TABLE XII

COMPARISON OF RESPONSES GIVEN BY TEACHERS IN FOUR  
EXPERIENCE GROUPS TO ATTRIBUTE EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses*					Com- par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
1	1 or 2	13	25	0	0	0	A	.059	N.S.
	3 to 10	28	70	1	0	0	B	.140	N.S.
	11 to 20	16	63	0	0	0	C	.160	N.S.
	Over 20	10	44	1	0	0	D	.080	N.S.
							E	.101	N.S.
							F	.021	N.S.
2	1 or 2	4	33	1	0	0	A	.131	N.S.
	3 to 10	17	67	2	3	10	B	.135	N.S.
	11 to 20	19	55	0	1	4	C	.109	N.S.
	Over 20	9	39	1	4	2	D	.088	N.S.
							E	.065	N.S.
							F	.077	N.S.
3	1 or 2	7	18	9	2	2	A	.087	N.S.
	3 to 10	16	47	17	12	7	B	.107	N.S.
	11 to 20	23	31	10	12	3	C	.216	N.S.
	Over 20	22	21	6	4	2	D	.130	N.S.
							E	.238	.025
							F	.109	N.S.
4	1 or 2	34	4	0	0	0	A	.046	N.S.
	3 to 10	84	15	0	0	0	B	.004	N.S.
	11 to 20	71	8	0	0	0	C	.149	N.S.
	Over 20	41	13	0	0	1	D	.050	N.S.
							E	.103	N.S.
							F	.153	N.S.
5	1 or 2	2	29	0	0	7	A	.038	N.S.
	3 to 10	2	75	4	0	18	B	.083	N.S.
	11 to 20	4	63	3	1	8	C	.093	N.S.
	Over 20	3	43	2	2	5	D	.081	N.S.
							E	.091	N.S.
							F	.013	N.S.
6	1 or 2	25	12	0	0	1	A	.059	N.S.
	3 to 10	71	27	0	0	1	B	.152	N.S.
	11 to 20	64	15	0	0	0	C	.088	N.S.
	Over 20	41	14	0	0	0	D	.093	N.S.
							E	.028	N.S.
							F	.065	N.S.



TABLE XII (CONTINUED)

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
7	1 or 2	10	26	2	0	0	A	.102	N.S.
	3 to 10	16	76	2	0	5	B	.041	N.S.
	11 to 20	24	54	1	0	0	C	.034	N.S.
	Over 20	16	38	1	0	0	D	.142	N.S.
							E	.129	N.S.
							F	.013	N.S.
8	1 or 2	9	25	3	0	1	A	.106	N.S.
	3 to 10	13	73	6	0	7	B	.072	N.S.
	11 to 20	13	58	2	1	5	C	.069	N.S.
	Over 20	13	40	0	0	2	D	.033	N.S.
							E	.105	N.S.
							F	.072	N.S.
9	1 or 2	20	17	1	0	0	A	.112	N.S.
	3 to 10	41	55	1	0	2	B	.071	N.S.
	11 to 20	36	41	0	0	2	C	.108	N.S.
	Over 20	23	31	0	0	1	D	.042	N.S.
							E	.012	N.S.
							F	.038	N.S.
10	1 or 2	26	11	0	0	1	A	.230	N.S.
	3 to 10	45	53	0	0	1	B	.089	N.S.
	11 to 20	47	29	0	1	2	C	.084	N.S.
	Over 20	33	19	1	0	2	D	.140	N.S.
							E	.145	N.S.
							F	.017	N.S.

\* For explanation of Response Categories see Table VII.

\*\*Comparisons: A = 1 or 2 and 3 to 10.  
 B = 1 or 2 and 11 to 20.  
 C = 1 or 2 and over 20.  
 D = 3 to 10 and 11 to 20.  
 E = 3 to 10 and over 20.  
 F = 11 to 20 and over 20.



TABLE XIII

COMPARISON OF RESPONSES GIVEN BY TEACHERS AT THREE LEVELS  
OF TEACHER TRAINING TO ATTRIBUTE EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses*					Com- par. **	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
1	1 year	28	95	1	0	0	A	.108	N.S.
	2-3 yrs.	32	63	1	0	0	B	.059	N.S.
	4-6 yrs.	8	40	0	0	0	C	.167	N.S.
2	1 year	20	90	3	5	6	A	.037	N.S.
	2-3 yrs.	19	68	1	1	7	B	.036	N.S.
	4-6 yrs.	8	34	0	2	4	C	.042	N.S.
3	1 year	33	54	10	20	7	A	.114	N.S.
	2-3 yrs.	18	45	23	6	4	B	.072	N.S.
	4-6 yrs.	16	16	9	4	3	C	.146	N.S.
4	1 year	107	17	0	0	0	A	.030	N.S.
	2-3 yrs.	80	15	0	0	1	B	.030	N.S.
	4-6 yrs.	40	8	0	0	0	C	.010	N.S.
5	1 year	3	103	3	2	13	A	.053	N.S.
	2-3 yrs.	4	73	4	0	15	B	.147	N.S.
	4-6 yrs.	4	30	2	1	11	C	.094	N.S.
6	1 year	96	28	0	0	0	A	.055	N.S.
	2-3 yrs.	69	25	0	0	2	B	.087	N.S.
	4-6 yrs.	33	15	0	0	0	C	.031	N.S.
7	1 year	28	91	2	0	3	A	.014	N.S.
	2-3 yrs.	23	69	2	0	2	B	.045	N.S.
	4-6 yrs.	13	33	2	0	0	C	.031	N.S.
8	1 year	23	88	4	1	8	A	.020	N.S.
	2-3 yrs.	19	68	4	0	5	B	.060	N.S.
	4-6 yrs.	6	37	3	0	2	C	.073	N.S.
9	1 year	45	75	1	0	3	A	.043	N.S.
	2-3 yrs.	39	55	0	0	2	B	.325	.005
	4-6 yrs.	33	14	1	0	0	C	.281	.01
10	1 year	66	54	0	1	3	A	.030	N.S.
	2-3 yrs.	54	39	1	0	2	B	.114	N.S.
	4-6 yrs.	31	16	0	0	1	C	.083	N.S.

\* For explanation of Response Categories see Table VII.

\*\*Comparisons: A = 1 year and 2 to 3 years.

B = 1 year and 4 to 6 years.

C = 2 to 3 years and 4 to 6 years.



TABLE XIV

COMPARISON OF RESPONSES GIVEN BY TEACHERS WITH TEACHER  
TRAINING BEFORE 1960 AND TEACHERS WITH TRAINING AFTER  
1960 TO ATTRIBUTE EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses*					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
1	Before	24	93	2	0	0	.070	N.S.
	After	37	99	0	0	0		
2	Before	21	86	3	2	7	.027	N.S.
	After	21	100	1	5	9		
3	Before	35	46	14	18	6	.081	N.S.
	After	29	62	27	12	6		
4	Before	101	18	0	0	0	.011	N.S.
	After	114	21	0	0	1		
5	Before	4	98	7	1	9	.129	N.S.
	After	5	100	2	2	27		
6	Before	91	28	0	0	0	.066	N.S.
	After	95	39	0	0	2		
7	Before	30	83	3	0	3	.054	N.S.
	After	27	104	3	0	2		
8	Before	19	89	5	1	5	.039	N.S.
	After	27	96	6	0	7		
9	Before	55	61	1	0	2	.043	N.S.
	After	57	75	1	0	3		
10	Before	66	51	0	1	1	.021	N.S.
	After	77	54	1	0	4		

\* For explanation of Response Categories see Table VII.





TABLE XV

COMPARISON OF RESPONSES GIVEN BY TEACHERS AT THREE  
GRADE LEVELS TO ATTRIBUTE EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
	Grades								
1	1, 2, 3	22	73	1	0	0	A	.075	N.S.
	4, 5, 6	21	47	1	0	0	B	.010	N.S.
	7, 8, 9	22	73	0	0	0	C	.073	N.S.
2	1, 2, 3	20	66	2	4	4	A	.061	N.S.
	4, 5, 6	13	53	0	1	2	B	.064	N.S.
	7, 8, 9	16	64	2	3	10	C	.114	N.S.
3	1, 2, 3	23	39	13	16	5	A	.093	N.S.
	4, 5, 6	16	35	9	6	3	B	.071	N.S.
	7, 8, 9	25	41	15	8	6	C	.044	N.S.
4	1, 2, 3	81	15	0	0	0	A	.040	N.S.
	4, 5, 6	61	7	0	0	1	B	.023	N.S.
	7, 8, 9	78	17	0	0	0	C	.063	N.S.
5	1, 2, 3	4	82	4	1	5	A	.097	N.S.
	4, 5, 6	1	57	0	1	10	B	.170	N.S.
	7, 8, 9	5	64	5	1	20	C	.114	N.S.
6	1, 2, 3	78	17	0	0	1	A	.030	N.S.
	4, 5, 6	54	15	0	0	0	B	.170	N.S.
	7, 8, 9	61	33	0	0	1	C	.141	N.S.
7	1, 2, 3	28	66	1	0	1	A	.103	N.S.
	4, 5, 6	13	53	1	0	2	B	.042	N.S.
	7, 8, 9	24	65	4	0	2	C	.064	N.S.
8	1, 2, 3	26	66	1	1	2	A	.082	N.S.
	4, 5, 6	13	50	2	0	4	B	.176	N.S.
	7, 8, 9	9	69	8	0	9	C	.094	N.S.
9	1, 2, 3	39	55	1	0	1	A	.087	N.S.
	4, 5, 6	34	32	1	0	2	B	.025	N.S.
	7, 8, 9	41	52	0	0	2	C	.061	N.S.
10	1, 2, 3	55	38	0	1	2	A	.031	N.S.
	4, 5, 6	41	28	0	0	0	B	.047	N.S.
	7, 8, 9	50	42	1	0	2	C	.068	N.S.

\* For an explanation of Response Categories see Table VII.

\*\*Comparisons: A = grades 1, 2, 3, and 4, 5, 6.  
B = grades 1, 2, 3, and 7, 8, 9.  
C = grades 4, 5, 6, and 7, 8, 9



A P P E N D I X      E

STATISTICAL TREATMENT OF DATA FOR COMPARISONS OF  
RESPONSES GIVEN BY PRINCIPALS, SUPERINTENDENTS  
AND TEACHERS TO SCHOOL MANAGEMENT  
EXPECTATIONS ITEMS



TABLE XVI

COMPARISON OF RESPONSES GIVEN BY PRINCIPALS,  
SUPERINTENDENTS AND TEACHERS TO SCHOOL  
MANAGEMENT EXPECTATIONS ITEMS

Item No.	Position Group	Responses*					Com- par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
11	Prin.	5	26	4	0	1	P-S	.039	N.S.
	Supt.	3	15	1	0	1	P-T	.142	N.S.
	Teacher	30	170	42	14	22	S-T	.181	N.S.
12	Prin.	15	16	3	2	0	P-S	.261	N.S.
	Supt.	5	7	4	2	2	P-T	.292	.025
	Teacher	197	67	8	1	5	S-T	.492	.001
13	Prin.	15	21	0	0	0	P-S	.233	N.S.
	Supt.	13	5	1	0	1	P-T	.130	N.S.
	Teacher	152	115	7	3	1	S-T	.103	N.S.
14	Prin.	11	21	4	0	0	P-S	.294	N.S.
	Supt.	12	7	0	0	1	P-T	.198	N.S.
	Teacher	39	153	60	14	12	S-T	.460	N.S.
15	Prin.	3	15	14	3	1	P-S	.150	N.S.
	Supt.	0	7	9	2	2	P-T	.083	N.S.
	Teacher	25	124	75	42	12	S-T	.186	N.S.
16	Prin.	11	24	1	0	0	P-S	.072	N.S.
	Supt.	5	13	1	0	1	P-T	.036	N.S.
	Teacher	80	181	7	4	6	S-T	.039	N.S.
17	Prin.	8	14	12	2	0	P-S	.194	N.S.
	Supt.	4	5	6	4	1	P-T	.094	N.S.
	Teacher	88	105	54	27	4	S-T	.244	N.S.
18	Prin.	3	15	12	6	0	P-S	.133	N.S.
	Supt.	0	9	5	6	0	P-T	.211	N.S.
	Teacher	7	83	83	92	13	S-T	.126	N.S.
19	Prin.	4	16	11	5	0	P-S	.106	N.S.
	Supt.	1	8	8	3	0	P-T	.228	N.S.
	Teacher	14	77	96	87	4	S-T	.177	N.S.
20	Prin.	24	11	1	0	0	P-S	.317	N.S.
	Supt.	7	11	2	0	0	P-T	.008	N.S.
	Teacher	183	88	6	1	0	S-T	.308	N.S.



TABLE XVI (CONTINUED)

Item No.	Position Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
21	Prin.	2	18	14	1	1	P-S	.206	N.S.
	Supt.	1	6	10	2	1	P-T	.078	N.S.
	Teacher	36	115	90	28	9	S-T	.193	N.S.
22	Prin.	11	23	2	0	0	P-S	.244	N.S.
	Supt.	11	9	0	0	0	P-T	.050	N.S.
	Teacher	71	183	15	3	6	S-T	.295	N.S.
23	Prin.	4	9	11	12	0	P-S	.067	N.S.
	Supt.	1	5	6	7	1	P-T	.114	N.S.
	Teacher	39	93	76	64	6	S-T	.175	N.S.
24	Prin.	7	15	6	7	1	P-S	.172	N.S.
	Supt.	4	10	5	0	1	P-T	.151	N.S.
	Teacher	22	106	87	55	8	S-T	.240	N.S.
25	Prin.	22	14	0	0	0	P-S	.239	N.S.
	Supt.	17	3	0	0	0	P-T	.068	N.S.
	Teacher	151	120	3	1	3	S-T	.307	N.S.
26	Prin.	8	25	3	0	0	P-S	.528	.005
	Supt.	15	5	0	0	0	P-T	.132	N.S.
	Teacher	37	181	42	9	9	S-T	.617	.001
27	Prin.	26	8	2	0	0	P-S	.322	N.S.
	Supt.	8	11	0	0	1	P-T	.492	.001
	Teacher	64	128	49	31	6	S-T	.259	N.S.
28	Prin.	2	16	13	3	2	P-S	.211	N.S.
	Supt.	2	5	6	7	0	P-T	.140	N.S.
	Teacher	15	85	103	64	11	S-T	.080	N.S.
29	Prin.	13	19	2	1	1	P-S	.089	N.S.
	Supt.	9	7	2	2	0	P-T	.270	.025
	Teacher	54	118	63	35	8	S-T	.256	N.S.
30	Prin.	10	18	6	1	1	P-S	.122	N.S.
	Supt.	5	13	1	0	1	P-T	.235	.05
	Teacher	26	125	68	46	13	S-T	.357	.025

\* For explanation of Response Categories see Table VII.

\*\*For explanation of Comparisons see Table VII.





A P P E N D I X      F

STATISTICAL TREATMENT OF DATA FOR COMPARISON  
OF RESPONSES GIVEN BY TEACHER SUB-GROUPS TO  
SCHOOL MANAGEMENT EXPECTATIONS ITEMS



TABLE XVII

COMPARISON OF RESPONSES GIVEN BY MALE AND FEMALE  
TEACHERS TO SCHOOL MANAGEMENT EXPECTATIONS ITEMS

Item No.	Sub- Group	Responses*					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
11	Male	7	41	7	0	2	.133	N.S.
	Female	22	129	34	13	15		
12	Male	33	22	0	0	2	.163	N.S.
	Female	158	43	8	1	3		
13	Male	28	29	0	0	0	.067	N.S.
	Female	119	83	7	3	1		
14	Male	9	32	14	0	2	.068	N.S.
	Female	28	118	45	13	9		
15	Male	5	29	16	6	1	.079	N.S.
	Female	19	94	57	32	11		
16	Male	14	39	1	2	1	.045	N.S.
	Female	62	138	6	2	5		
17	Male	8	25	17	5	2	.221	.025
	Female	77	76	36	22	2		
18	Male	3	26	13	13	2	.227	.025
	Female	4	56	69	73	11		
19	Male	3	19	24	11	0	.169	N.S.
	Female	11	55	70	73	4		
20	Male	25	29	2	1	0	.275	.005
	Female	152	57	4	0	0		
21	Male	7	24	17	6	3	.036	N.S.
	Female	27	87	73	20	6		
22	Male	19	36	2	0	0	.094	N.S.
	Female	51	141	13	2	6		
23	Male	5	14	22	15	1	.174	N.S.
	Female	33	75	52	48	5		
24	Male	5	21	19	11	1	.015	N.S.
	Female	16	82	67	41	7		



TABLE XVII (CONTINUED)

Item No.	Sub-Group	Responses*					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
25	Male	33	24	0	0	0	.039	N.S.
	Female	115	93	2	1	2		
26	Male	7	38	9	2	1	.018	N.S.
	Female	30	140	31	5	7		
27	Male	18	33	4	2	0	.256	.005
	Female	45	91	44	28	5		
28	Male	3	16	27	9	2	.089	N.S.
	Female	12	68	73	51	9		
29	Male	10	31	5	9	2	.118	N.S.
	Female	44	84	54	25	6		
30	Male	7	31	14	4	1	.152	N.S.
	Female	18	92	52	39	12		

\* For explanation of Response Categories see Table VII.



TABLE XVIII

COMPARISON OF RESPONSES GIVEN BY MARRIED AND SINGLE  
TEACHERS TO SCHOOL MANAGEMENT EXPECTATIONS ITEMS

Item No.	Sub- Group	Responses*					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
11	Single	5	29	9	1	5	.048	N.S.
	Married	25	127	30	12	11		
12	Single	37	9	1	0	2	.062	N.S.
	Married	142	52	7	1	3		
13	Single	30	18	1	0	0	.095	N.S.
	Married	106	89	6	3	1		
14	Single	7	26	13	2	1	.034	N.S.
	Married	31	114	41	9	10		
15	Single	6	18	16	6	3	.057	N.S.
	Married	15	97	55	30	8		
16	Single	15	32	2	0	0	.044	N.S.
	Married	57	134	5	4	5		
17	Single	18	20	5	5	1	.097	N.S.
	Married	63	76	45	19	2		
18	Single	3	20	13	12	1	.167	N.S.
	Married	4	58	65	67	11		
19	Single	3	14	14	16	2	.045	N.S.
	Married	11	56	72	64	2		
20	Single	33	16	0	0	0	.034	N.S.
	Married	133	65	6	1	0		
21	Single	6	24	15	2	2	.081	N.S.
	Married	26	83	67	22	7		
22	Single	10	36	1	1	1	.074	N.S.
	Married	57	128	14	1	5		
23	Single	7	14	17	10	1	.049	N.S.
	Married	29	69	52	50	5		
24	Single	3	20	17	8	1	.055	N.S.
	Married	17	73	66	43	6		





TABLE XVIII (CONTINUED)

Item No.	Sub-Group	Responses*					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
25	Single	33	16	0	0	0	.156	N.S.
	Married	106	94	2	1	2		
26	Single	1	37	8	1	2	.145	N.S.
	Married	34	130	29	6	6		
27	Single	10	25	9	4	1	.050	N.S.
	Married	52	88	36	25	4		
28	Single	3	14	16	14	2	.073	N.S.
	Married	12	61	80	44	8		
29	Single	13	19	22	3	2	.070	N.S.
	Married	40	87	44	29	5		
30	Single	3	26	12	6	2	.056	N.S.
	Married	21	89	50	35	10		

\* For explanation of Response Categories see Table VII.



TABLE XIX

COMPARISON OF RESPONSES GIVEN BY TEACHERS IN THREE AGE GROUPS TO SCHOOL MANAGEMENT EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
11	Under 30	11	57	13	2	6	A	.037	N.S.
	31 to 50	8	63	13	4	4	B	.094	N.S.
	Over 50	11	48	15	7	7	C	.101	N.S.
12	Under 30	64	22	1	0	2	A	.021	N.S.
	31 to 50	65	22	3	0	2	B	.034	N.S.
	Over 50	61	21	4	1	1	C	.014	
13	Under 30	51	37	1	0	0	A	.021	N.S.
	31 to 50	54	35	2	1	0	B	.096	N.S.
	Over 50	42	39	4	2	1	C	.110	N.S.
14	Under 30	15	45	25	2	2	A	.065	N.S.
	31 to 50	14	54	14	7	3	B	.069	N.S.
	Over 50	9	49	20	4	6	C	.080	N.S.
15	Under 30	11	34	30	11	3	A	.060	N.S.
	31 to 50	7	44	21	16	4	B	.067	N.S.
	Over 50	5	45	22	12	4	C	.036	N.S.
16	Under 30	22	60	3	2	2	A	.057	N.S.
	31 to 50	28	60	1	1	2	B	.060	N.S.
	Over 50	27	55	3	1	2	C	.025	N.S.
17	Under 30	27	34	19	7	2	A	.023	N.S.
	31 to 50	30	33	18	10	1	B	.024	N.S.
	Over 50	28	33	16	10	1	C	.008	N.S.
18	Under 30	3	39	28	18	1	A	.221	.025
	31 to 50	3	25	24	34	6	B	.256	.005
	Over 50	1	18	30	34	5	C	.088	N.S.
19	Under 30	5	18	42	23	1	A	.144	N.S.
	31 to 50	5	32	24	30	1	B	.094	N.S.
	Over 50	4	24	28	30	2	C	.084	N.S.
20	Under 30	54	31	3	1	0	A	.045	N.S.
	31 to 50	60	29	3	0	0	B	.098	N.S.
	Over 50	62	26	0	0	0	C	.052	N.S.



TABLE XIX (CONTINUED)

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
21	Under 30	6	37	33	10	3	A	.147	N.S.
	31 to 50	14	44	25	7	2	B	.092	N.S.
	Over 50	14	30	32	8	4	C	.130	N.S.
22	Under 30	26	56	4	2	1	A	.021	N.S.
	31 to 50	28	57	4	0	3	B	.110	N.S.
	Over 50	16	63	7	0	2	C	.123	N.S.
23	Under 30	14	24	30	21	0	A	.068	N.S.
	31 to 50	12	30	22	25	3	B	.107	N.S.
	Over 50	12	35	22	16	3	C	.088	N.S.
24	Under 30	5	25	36	21	2	A	.217	.025
	31 to 50	8	43	23	15	3	B	.152	N.S.
	Over 50	8	35	27	15	3	C	.066	N.S.
25	Under 30	62	26	1	0	0	A	.153	N.S.
	31 to 50	50	41	0	1	0	B	.299	.001
	Over 50	35	50	1	0	2	C	.146	N.S.
26	Under 30	13	59	11	4	2	A	.028	N.S.
	31 to 50	14	63	10	3	2	B	.070	N.S.
	Over 50	10	55	19	0	4	C	.098	N.S.
27	Under 30	26	38	19	6	0	A	.106	N.S.
	31 to 50	22	46	8	13	3	B	.122	N.S.
	Over 50	15	39	20	12	2	C	.125	N.S.
28	Under 30	6	26	34	20	3	A	.032	N.S.
	31 to 50	6	30	30	24	2	B	.034	N.S.
	Over 50	3	27	36	16	6	C	.050	N.S.
29	Under 30	23	36	16	12	2	A	.052	N.S.
	31 to 50	19	43	15	13	2	B	.129	N.S.
	Over 50	12	35	28	9	4	C	.140	N.S.
30	Under 30	12	39	23	13	2	A	.071	N.S.
	31 to 50	7	45	18	18	4	B	.073	N.S.
	Over 50	6	38	25	12	7	C	.065	N.S.

\* For explanation of Response Categories see Table VII.

\*\*For explanation of Comparison Category see Table X.



TABLE XX

COMPARISON OF RESPONSES GIVEN BY ROMAN CATHOLIC AND  
PROTESTANT TEACHERS TO SCHOOL MANAGEMENT  
EXPECTATIONS ITEMS

Item No.	Sub- Group	Responses*					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
11	R.C. Prot.	2 26	21 144	3 36	1 13	1 16	.104	N.S.
12	R.C. Prot.	21 166	8 56	0 7	0 1	0 5	.055	N.S.
13	R.C. Prot.	13 132	15 94	1 6	0 2	0 1	.113	N.S.
14	R.C. Prot.	4 32	16 131	6 51	2 11	1 10	.014	N.S.
15	R.C. Prot.	3 20	15 105	8 63	3 35	0 12	.097	N.S.
16	R.C. Prot.	9 66	19 154	0 6	1 3	0 6	.029	N.S.
17	R.C. Prot.	10 72	9 91	7 45	3 23	0 4	.038	N.S.
18	R.C. Prot.	4 3	4 76	8 72	11 73	2 11	.125	N.S.
19	R.C. Prot.	2 12	10 63	6 86	10 71	1 3	.095	N.S.
20	R.C. Prot.	14 160	12 72	3 2	0 1	0 0	.198	N.S.
21	R.C. Prot.	4 28	17 93	5 84	2 22	1 8	.209	N.S.
22	R.C. Prot.	12 55	14 161	3 11	0 2	0 6	.180	N.S.
23	R.C. Prot.	1 37	12 78	8 65	8 49	0 6	.123	N.S.
24	R.C. Prot.	2 19	9 94	9 73	9 41	0 8	.102	N.S.





TABLE XX (CONTINUED)

Item No.	Sub- Group	Responses*					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
25	R.C.	18	11	0	0	0	.076	N.S.
	Prot.	128	103	1	1	1		
26	R.C.	6	18	5	0	0	.075	N.S.
	Prot.	31	157	33	6	8		
27	R.C.	8	14	3	3	1	.069	N.S.
	Prot.	53	109	44	25	4		
28	R.C.	3	8	11	7	0	.057	N.S.
	Prot.	11	74	87	52	11		
29	R.C.	6	12	7	2	2	.043	N.S.
	Prot.	47	103	51	28	6		
30	R.C.	2	14	7	5	1	.029	N.S.
	Prot.	23	109	57	34	12		

\* For explanation of Response Categories see Table VII.



TABLE XXI

COMPARISON OF RESPONSES GIVEN BY TEACHERS IN FOUR  
EXPERIENCE GROUPS TO SCHOOL MANAGEMENT  
EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses*					Com- par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
11	1 or 2	6	21	9	0	2	A	.067	N.S.
	3 to 10	10	67	11	4	7	B	.099	N.S.
	11 to 20	10	47	10	6	6	C	.085	N.S.
	Over 20	4	34	11	4	2	D	.056	N.S.
							E	.087	N.S.
							F	.054	N.S.
12	1 or 2	32	4	1	0	1	A	.165	N.S.
	3 to 10	67	29	1	0	2	B	.108	N.S.
	11 to 20	58	16	3	0	2	C	.224	N.S.
	Over 20	34	17	3	1	0	D	.057	N.S.
							E	.059	N.S.
							F	.116	N.S.
13	1 or 2	23	14	1	0	0	A	.060	N.S.
	3 to 10	54	43	2	0	0	B	.074	N.S.
	11 to 20	42	33	2	2	0	C	.078	N.S.
	Over 20	29	22	2	1	1	D	.030	N.S.
							E	.053	N.S.
							F	.022	N.S.
14	1 or 2	7	17	14	0	0	A	.121	N.S.
	3 to 10	15	52	20	7	5	B	.103	N.S.
	11 to 20	10	48	13	4	4	C	.093	N.S.
	Over 20	5	33	12	3	2	D	.057	N.S.
							E	.061	N.S.
							F	.043	N.S.
15	1 or 2	7	13	13	4	1	A	.093	N.S.
	3 to 10	9	45	27	14	4	B	.134	N.S.
	11 to 20	7	34	17	15	6	C	.166	N.S.
	Over 20	1	32	15	6	1	D	.084	N.S.
							E	.073	N.S.
							F	.139	N.S.
16	1 or 2	11	25	1	0	1	A	.067	N.S.
	3 to 10	22	69	4	2	2	B	.027	N.S.
	11 to 20	25	49	1	1	3	C	.038	N.S.
	Over 20	18	35	1	1	0	D	.094	N.S.
							E	.105	N.S.
							F	.038	N.S.



TABLE XXI (CONTINUED)

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
17	1 or 2	14	15	7	2	0	A	.157	N.S.
	3 to 10	27	33	23	13	3	B	.036	N.S.
	11 to 20	27	32	13	7	0	C	.059	N.S.
	Over 20	17	22	10	5	1	D	.141	N.S.
							E	.103	N.S.
							F	.038	N.S.
18	1 or 2	3	19	10	6	0	A	.236	N.S.
	3 to 10	0	34	31	29	5	B	.338	.005
	11 to 20	3	16	27	27	6	C	.333	.025
	Over 20	1	13	14	25	2	D	.103	N.S.
							E	.147	N.S.
							F	.073	N.S.
19	1 or 2	2	5	18	13	0	A	.149	N.S.
	3 to 10	6	27	36	28	2	B	.208	N.S.
	11 to 20	3	28	22	25	1	C	.125	N.S.
	Over 20	3	14	18	19	1	D	.059	N.S.
							E	.061	N.S.
							F	.083	N.S.
20	1 or 2	22	16	0	0	0	A	.078	N.S.
	3 to 10	65	30	3	1	0	B	.067	N.S.
	11 to 20	51	25	3	0	0	C	.130	N.S.
	Over 20	39	16	0	0	0	D	.011	N.S.
							E	.053	N.S.
							F	.064	N.S.
21	1 or 2	3	15	17	3	0	A	.083	N.S.
	3 to 10	9	41	33	13	3	B	.147	N.S.
	11 to 20	13	36	23	4	3	C	.103	N.S.
	Over 20	8	20	17	7	3	D	.115	N.S.
							E	.055	N.S.
							F	.111	N.S.
22	1 or 2	9	28	0	1	0	A	.085	N.S.
	3 to 10	29	59	6	1	4	B	.037	N.S.
	11 to 20	17	57	4	0	1	C	.083	N.S.
	Over 20	14	35	5	0	1	D	.078	N.S.
							E	.038	N.S.
							F	.046	N.S.
23	1 or 2	9	10	11	8	0	A	.075	N.S.
	3 to 10	16	31	29	22	1	B	.161	N.S.
	11 to 20	6	26	21	23	3	C	.110	N.S.
	Over 20	7	24	13	9	2	D	.097	N.S.
							E	.089	N.S.
							F	.159	N.S.



TABLE XXI (CONTINUED)

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
24	1 or 2	2	15	16	4	1	A	.141	N.S.
	3 to 10	6	32	34	25	2	B	.122	N.S.
	11 to 20	8	37	22	10	2	C	.141	N.S.
	Over 20	5	21	14	12	3	D	.186	N.S.
							E	.089	N.S.
							F	.121	N.S.
25	1 or 2	30	8	0	0	0	A	.224	N.S.
	3 to 10	56	42	1	0	0	B	.346	.005
	11 to 20	35	43	0	1	0	C	.317	.025
	Over 20	26	26	1	0	2	D	.123	N.S.
							E	.093	N.S.
							F	.042	N.S.
26	1 or 2	4	26	7	0	1	A	.059	N.S.
	3 to 10	16	68	8	5	2	B	.034	N.S.
	11 to 20	11	51	13	2	2	C	.062	N.S.
	Over 20	6	34	12	0	3	D	.064	N.S.
							E	.121	N.S.
							F	.058	N.S.
27	1 or 2	11	17	7	3	0	A	.032	N.S.
	3 to 10	26	47	15	8	3	B	.142	N.S.
	11 to 20	18	29	15	15	2	C	.144	N.S.
	Over 20	8	31	11	5	0	D	.142	N.S.
							E	.117	N.S.
							F	.124	N.S.
28	1 or 2	2	13	13	10	0	A	.051	N.S.
	3 to 10	8	32	36	18	5	B	.091	N.S.
	11 to 20	2	22	31	22	2	C	.073	N.S.
	Over 20	2	17	20	12	4	D	.100	N.S.
							E	.059	N.S.
							F	.047	N.S.
29	1 or 2	11	14	8	4	1	A	.047	N.S.
	3 to 10	24	44	18	10	3	B	.125	N.S.
	11 to 20	13	36	17	12	1	C	.180	N.S.
	Over 20	6	22	17	7	3	D	.078	N.S.
							E	.178	N.S.
							F	.111	N.S.
30	1 or 2	4	23	6	5	0	A	.195	N.S.
	3 to 10	12	39	26	16	6	B	.128	N.S.
	11 to 20	7	39	16	14	3	C	.238	N.S.
	Over 20	3	23	18	7	4	D	.067	N.S.
							E	.067	N.S.
							F	.110	N.S.

\*For explanation of Response Categories see Table VII.

\*\*For explanation of Comparison Category see Table XII.





TABLE XXII

COMPARISON OF RESPONSES GIVEN BY TEACHERS AT THREE LEVELS  
OF TEACHER TRAINING TO SCHOOL MANAGEMENT EXPECTATION  
ITEMS

Item No.	Sub- Group	Responses*					Com- par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
11	1 year	10	76	18	10	10	A	.099	N.S.
	2-3 yrs.	12	60	18	3	3	B	.119	N.S.
	4-6 yrs.	7	32	5	0	4	C	.063	N.S.
12	1 year	85	31	5	1	2	A	.054	N.S.
	2-3 yrs.	71	22	3	0	0	B	.046	N.S.
	4-6 yrs.	32	13	0	0	3	C	.073	N.S.
13	1 year	64	55	2	2	1	A	.078	N.S.
	2-3 yrs.	57	35	3	1	0	B	.024	N.S.
	4-6 yrs.	25	21	2	0	0	C	.073	N.S.
14	1 year	14	71	24	7	8	A	.058	N.S.
	2-3 yrs.	14	51	25	4	2	B	.095	N.S.
	4-6 yrs.	10	27	8	2	1	C	.094	N.S.
15	1 year	10	61	26	20	7	A	.052	N.S.
	2-3 yrs.	10	40	30	13	3	B	.073	N.S.
	4-6 yrs.	2	22	16	6	2	C	.062	N.S.
16	1 year	34	79	5	2	4	A	.047	N.S.
	2-3 yrs.	26	66	1	1	2	B	.047	N.S.
	4-6 yrs.	15	31	1	1	0	C	.042	N.S.
17	1 year	45	41	21	15	2	A	.082	N.S.
	2-3 yrs.	27	38	23	6	2	B	.092	N.S.
	4-6 yrs.	13	22	8	5	0	C	.052	N.S.
18	1 year	2	24	45	45	8	A	.238	N.S.
	2-3 yrs.	3	40	27	24	2	B	.186	N.S.
	4-6 yrs.	2	17	9	17	3	C	.146	N.S.
19	1 year	2	33	43	44	2	A	.100	N.S.
	2-3 yrs.	10	23	37	26	0	B	.114	N.S.
	4-6 yrs.	1	18	13	14	2	C	.083	N.S.
20	1 year	92	28	4	0	0	A	.179	N.S.
	2-3 yrs.	54	40	1	1	0	B	.138	N.S.
	4-6 yrs.	29	18	1	0	0	C	.042	N.S.



TABLE XXII (CONTINUED)

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
21	1 year	15	44	46	15	4	A	.128	N.S.
	2-3 yrs.	16	42	29	8	1	B	.128	N.S.
	4-6 yrs.	3	26	11	4	4	C	.104	N.S.
22	1 year	27	82	11	1	3	A	.069	N.S.
	2-3 yrs.	26	65	2	1	2	B	.116	N.S.
	4-6 yrs.	16	29	2	0	1	C	.063	N.S.
23	1 year	18	54	25	23	4	A	.174	N.S.
	2-3 yrs.	14	25	33	24	0	B	.226	.01
	4-6 yrs.	5	12	15	14	2	C	.083	N.S.
24	1 year	9	48	36	27	4	A	.074	N.S.
	2-3 yrs.	6	31	38	18	3	B	.165	N.S.
	4-6 yrs.	6	24	11	6	1	C	.240	.05
25	1 year	58	62	1	1	2	A	.147	N.S.
	2-3 yrs.	59	36	1	0	0	B	.136	N.S.
	4-6 yrs.	29	19	0	0	0	C	.010	N.S.
26	1 year	15	81	16	6	6	A	.055	N.S.
	2-3 yrs.	14	64	14	2	2	B	.097	N.S.
	4-6 yrs.	8	31	9	0	0	C	.042	N.S.
27	1 year	30	42	27	22	3	A	.221	.01
	2-3 yrs.	17	60	14	4	1	B	.190	N.S.
	4-6 yrs.	16	21	6	4	1	C	.156	N.S.
28	1 year	5	42	45	27	5	A	.029	N.S.
	2-3 yrs.	5	29	40	17	5	B	.138	N.S.
	4-6 yrs.	5	12	12	18	1	C	.167	N.S.
29	1 year	20	52	33	15	4	A	.078	N.S.
	2-3 yrs.	23	40	16	14	3	B	.086	N.S.
	4-6 yrs.	11	21	10	5	1	C	.052	N.S.
30	1 year	7	47	35	26	9	A	.169	N.S.
	2-3 yrs.	13	45	22	13	3	B	.315	.005
	4-6 yrs.	6	30	8	3	1	C	.146	N.S.

\* For explanation of Response Categories see Table VII.

\*\*For explanation of Comparison Category see Table XIII.



TABLE XXIII

COMPARISON OF RESPONSES GIVEN BY TEACHERS WITH TEACHER  
TRAINING BEFORE 1960 AND TEACHERS WITH TRAINING AFTER  
1960 TO SCHOOL MANAGEMENT EXPECTATIONS ITEMS

Item No.	Sub- Group	Responses*					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
11	Before	12	64	22	11	10	.170	.05
	After	14	96	17	2	7		
12	Before	85	29	3	0	2	.023	N.S.
	After	94	34	5	0	3		
13	Before	61	51	4	2	1	.032	N.S.
	After	74	58	3	1	0		
14	Before	17	59	27	9	7	.083	N.S.
	After	18	81	30	4	3		
15	Before	10	53	27	24	5	.111	N.S.
	After	11	64	43	14	4		
16	Before	36	71	4	4	4	.064	N.S.
	After	36	95	3	0	2		
17	Before	40	39	23	16	1	.057	N.S.
	After	38	58	26	11	3		
18	Before	1	24	40	48	6	.216	.005
	After	5	53	36	36	6		
19	Before	3	28	42	43	3	.078	N.S.
	After	7	36	51	41	1		
20	Before	90	26	3	0	0	.197	.01
	After	76	56	3	1	0		
21	Before	16	43	44	13	3	.063	N.S.
	After	17	59	42	13	5		
22	Before	28	77	9	1	4	.051	N.S.
	After	39	88	6	1	2		
23	Before	16	50	27	23	3	.165	.05
	After	18	35	43	38	2		
24	Before	12	47	32	24	4	.069	N.S.
	After	7	51	47	27	4		



TABLE XXIII (CONTINUED)

Item No.	Sub-Group	Responses*					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
25	Before	59	56	1	1	2	.092	N.S.
	After	80	55	1	0	0		
26	Before	15	77	20	4	3	.036	N.S.
	After	17	93	19	4	3		
27	Before	28	42	26	19	4	.176	.05
	After	32	72	21	11	0		
28	Before	7	35	45	28	4	.022	N.S.
	After	5	44	50	33	4		
29	Before	19	48	34	14	4	.099	N.S.
	After	30	60	24	20	2		
30	Before	8	43	37	23	8	.196	.01
	After	17	68	27	20	4		

\* For explanation of Response Categories see Table VII.





TABLE XXIV

COMPARISON OF RESPONSES GIVEN BY TEACHERS AT THREE  
GRADE LEVELS TO SCHOOL MANAGEMENT EXPECTATIONS  
ITEMS

Item No.	Sub- Group	Responses*					Com- par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
	Grades								
11	1, 2, 3	10	52	20	8	6	A	.151	N.S.
	4, 5, 6	7	48	5	4	5	B	.154	N.S.
	7, 8, 9	11	65	13	2	4	C	.067	N.S.
12	1, 2, 3	69	22	5	0	0	A	.049	N.S.
	4, 5, 6	53	14	1	0	1	B	.087	N.S.
	7, 8, 9	60	29	2	1	3	C	.137	N.S.
13	1, 2, 3	58	33	2	2	1	A	.097	N.S.
	4, 5, 6	35	30	3	1	0	B	.088	N.S.
	7, 8, 9	49	44	2	0	0	C	.037	N.S.
14	1, 2, 3	13	50	24	7	2	A	.038	N.S.
	4, 5, 6	11	40	12	3	3	B	.042	N.S.
	7, 8, 9	10	55	20	4	6	C	.055	N.S.
15	1, 2, 3	8	43	26	15	4	A	.048	N.S.
	4, 5, 6	7	33	15	11	3	B	.040	N.S.
	7, 8, 9	9	40	31	10	5	C	.064	N.S.
16	1, 2, 3	25	64	2	2	3	A	.038	N.S.
	4, 5, 6	19	46	3	0	1	B	.045	N.S.
	7, 8, 9	29	61	2	2	1	C	.030	N.S.
17	1, 2, 3	39	28	17	12	0	A	.087	N.S.
	4, 5, 6	22	31	10	5	1	B	.154	N.S.
	7, 8, 9	24	38	22	9	2	C	.115	N.S.
18	1, 2, 3	1	19	39	35	2	A	.183	N.S.
	4, 5, 6	2	25	16	19	7	B	.192	N.S.
	7, 8, 9	4	34	26	27	4	C	.059	N.S.
19	1, 2, 3	6	23	33	33	1	A	.048	N.S.
	4, 5, 6	1	20	26	20	2	B	.035	N.S.
	7, 8, 9	4	28	31	31	1	C	.032	N.S.
20	1, 2, 3	73	21	2	0	0	A	.094	N.S.
	4, 5, 6	46	21	2	0	0	B	.234	.025
	7, 8, 9	50	42	2	1	0	C	.140	N.S.



TABLE XXIV (CONTINUED)

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
21	1, 2, 3	15	29	37	15	0	A	.150	N.S.
	4, 5, 6	9	33	21	4	2	B	.121	N.S.
	7, 8, 9	9	46	27	8	5	C	.050	N.S.
22	1, 2, 3	21	65	9	0	1	A	.033	N.S.
	4, 5, 6	17	46	3	1	2	B	.097	N.S.
	7, 8, 9	30	58	3	1	3	C	.069	N.S.
23	1, 2, 3	11	37	22	26	0	A	.117	N.S.
	4, 5, 6	16	21	15	16	1	B	.121	N.S.
	7, 8, 9	8	28	35	19	5	C	.157	N.S.
24	1, 2, 3	9	33	34	19	1	A	.062	N.S.
	4, 5, 6	5	24	25	10	5	B	.057	N.S.
	7, 8, 9	7	40	25	21	2	C	.074	N.S.
25	1, 2, 3	48	45	1	1	1	A	.051	N.S.
	4, 5, 6	38	29	1	0	1	B	.079	N.S.
	7, 8, 9	55	40	0	0	0	C	.029	N.S.
26	1, 2, 3	14	61	14	6	1	A	.059	N.S.
	4, 5, 6	6	50	10	0	3	B	.031	N.S.
	7, 8, 9	13	64	14	2	2	C	.050	N.S.
27	1, 2, 3	15	43	18	18	2	A	.063	N.S.
	4, 5, 6	14	27	18	9	1	B	.227	.025
	7, 8, 9	26	53	10	4	2	C	.237	.025
28	1, 2, 3	4	29	35	21	1	A	.062	N.S.
	4, 5, 6	1	26	25	12	5	B	.043	N.S.
	7, 8, 9	8	24	37	21	5	C	.070	N.S.
29	1, 2, 3	12	42	22	20	0	A	.136	N.S.
	4, 5, 6	18	23	19	6	3	B	.143	N.S.
	7, 8, 9	19	48	15	8	5	C	.111	N.S.
30	1, 2, 3	6	38	30	20	2	A	.063	N.S.
	4, 5, 6	7	29	15	13	5	B	.215	.025
	7, 8, 9	11	53	18	8	5	C	.152	N.S.

\* For explanation of Response Categories see Table VII.

\*\*For explanation of Comparison Category see Table XV.



A P P E N D I X      G

STATISTICAL TREATMENT OF DATA FOR COMPARISON OF  
RESPONSES GIVEN BY PRINCIPALS, SUPERINTENDENTS,  
AND TEACHERS TO STAFF RELATIONSHIPS  
EXPECTATIONS ITEMS



TABLE XXV

COMPARISON OF RESPONSES GIVEN BY PRINCIPALS, SUPERINTENDENTS,  
AND TEACHERS TO STAFF RELATIONSHIPS EXPECTATIONS ITEMS

Item No.	Position Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
31	Prin.	6	23	6	1	0	P-S	.256	N.S.
	Supt.	3	8	6	2	1	P-T	.121	N.S.
	Teachers	80	158	24	15	1	S-T	.306	N.S.
32	Prin.	14	19	1	0	2	P-S	.289	N.S.
	Supt.	2	17	0	1	0	P-T	.079	N.S.
	Teachers	130	125	11	3	9	S-T	.368	.025
33	Prin.	25	10	0	0	1	P-S	.044	N.S.
	Supt.	13	6	1	0	0	P-T	.248	.05
	Teachers	124	141	9	1	3	S-T	.204	N.S.
34	Prin.	14	15	5	1	1	P-S	.106	N.S.
	Supt.	6	8	5	0	1	P-T	.133	N.S.
	Teachers	76	111	57	28	6	S-T	.072	N.S.
35	Prin.	0	14	10	12	0	P-S	.139	N.S.
	Supt.	0	5	11	3	1	P-T	.076	N.S.
	Teachers	9	78	102	84	5	S-T	.120	N.S.
36	Prin.	19	16	1	0	0	P-S	.128	N.S.
	Supt.	8	11	1	0	0	P-T	.143	N.S.
	Teachers	107	148	18	4	1	S-T	.033	N.S.
37	Prin.	0	3	15	17	1	P-S	.150	N.S.
	Supt.	0	3	10	7	0	P-T	.118	N.S.
	Teachers	5	51	108	108	6	S-T	.060	N.S.
38	Prin.	2	15	12	6	1	P-S	.144	N.S.
	Supt.	0	12	7	0	1	P-T	.253	.025
	Teachers	4	57	103	105	9	S-T	.381	.01
39	Prin.	1	14	12	3	6	P-S	.117	N.S.
	Supt.	0	10	7	2	1	P-T	.166	N.S.
	Teachers	34	128	74	16	26	S-T	.122	N.S.
40	Prin.	1	23	7	4	1	P-S	.367	N.S.
	Supt.	1	5	10	3	1	P-T	.174	N.S.
	Teachers	35	102	75	58	8	S-T	.193	N.S.
41	Prin.	2	15	13	5	1	P-S	.122	N.S.
	Supt.	1	7	8	1	3	P-T	.066	N.S.
	Teachers	23	90	104	58	3	S-T	.139	N.S.

\* For explanation of Response Categories see Table VII.

\*\*For explanation of Comparison Category see Table VII.





## A P P E N D I X      H

STATISTICAL TREATMENT OF DATA FOR COMPARISON OF  
RESPONSES GIVEN BY TEACHER SUB-GROUPS TO  
STAFF RELATIONSHIPS EXPECTATIONS ITEMS



TABLE XXVI

COMPARISON OF THE RESPONSES GIVEN BY MALE AND FEMALE  
TEACHERS TO STAFF RELATIONSHIPS EXPECTATIONS ITEMS

Item No.	Sub- Group	Responses					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
31	Male	10	33	9	5	0		
	Female	66	123	15	8	1	.134	N.S.
32	Male	17	32	4	0	4		
	Female	106	92	7	3	5	.199	.05
33	Male	24	33	0	0	0		
	Female	97	103	9	1	3	.061	N.S.
34	Male	7	23	16	9	2		
	Female	67	83	41	18	4	.192	.05
35	Male	1	15	27	13	1		
	Female	7	61	72	69	4	.097	N.S.
36	Male	22	33	2	0	0		
	Female	84	109	16	3	1	.059	N.S.
37	Male	2	11	26	18	0		
	Female	3	39	80	86	5	.111	N.S.
38	Male	0	10	23	23	1		
	Female	4	46	77	79	7	.059	N.S.
39	Male	6	25	18	1	7		
	Female	26	102	53	15	17	.057	N.S.
40	Male	9	20	16	11	1		
	Female	25	79	59	45	5	.041	N.S.
41	Male	4	18	23	12	0		
	Female	17	70	79	44	3	.022	N.S.



TABLE XXVII

COMPARISON OF RESPONSES GIVEN BY MARRIED AND SINGLE  
TEACHERS TO STAFF RELATIONSHIPS EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
31	Single	10	31	7	1	0	.093	N.S.
	Married	61	115	16	12	1		
32	Single	23	24	1	0	1	.052	N.S.
	Married	92	94	8	3	8		
33	Single	26	22	0	0	1	.121	N.S.
	Married	84	109	9	1	2		
34	Single	11	20	11	5	2	.058	N.S.
	Married	58	77	45	21	4		
35	Single	0	16	21	11	1	.082	N.S.
	Married	8	58	72	63	4		
36	Single	20	27	2	0	0	.047	N.S.
	Married	82	105	14	3	1		
	Single	2	10	21	16	0	.108	N.S.
	Married	2	37	77	85	4		
38	Single	0	9	17	20	3	.074	N.S.
	Married	4	43	77	77	4		
39	Single	4	29	8	1	7	.098	N.S.
	Married	27	91	58	13	16		
40	Single	6	14	19	8	2	.104	N.S.
	Married	25	80	51	46	3		
41	Single	6	17	18	8	0	.074	N.S.
	Married	15	66	76	45	3		



TABLE XXVIII

COMPARISON OF RESPONSES GIVEN BY TEACHERS IN THREE AGE GROUPS TO STAFF RELATIONSHIPS EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
31	Under 30	29	49	9	2	0	A	.043	N.S.
	31 to 50	26	54	7	5	0	B	.087	N.S.
	Over 50	21	53	7	6	1	C	.044	N.S.
32	Under 30	40	42	4	0	3	A	.047	N.S.
	31 to 50	37	45	4	3	3	B	.085	N.S.
	Over 50	47	36	2	0	3	C	.132	N.S.
33	Under 30	44	42	1	0	2	A	.060	N.S.
	31 to 50	40	47	4	0	1	B	.074	N.S.
	Over 50	37	46	4	1	0	C	.014	N.S.
34	Under 30	20	31	22	13	3	A	.199	.05
	31 to 50	32	39	15	5	1	B	.086	N.S.
	Over 50	22	36	19	9	2	C	.113	N.S.
35	Under 30	0	30	37	21	1	A	.101	N.S.
	31 to 50	6	27	27	31	1	B	.116	N.S.
	Over 50	2	19	35	29	3	C	.120	N.S.
36	Under 30	42	45	2	0	0	A	.102	N.S.
	31 to 50	34	50	6	1	1	B	.131	N.S.
	Over 50	30	47	10	1	0	C	.038	N.S.
37	Under 30	2	14	32	41	0	A	.037	N.S.
	31 to 50	2	14	37	36	3	B	.142	N.S.
	Over 50	1	23	36	26	2	C	.106	N.S.
38	Under 30	0	20	34	33	2	A	.031	N.S.
	31 to 50	1	19	33	37	2	B	.034	N.S.
	Over 50	3	17	34	30	4	C	.038	N.S.
39	Under 30	13	47	18	1	10	A	.207	.05
	31 to 50	9	34	33	8	8	B	.044	N.S.
	Over 50	10	46	20	6	6	C	.169	N.S.
40	Under 30	17	40	20	11	1	A	.195	.05
	31 to 50	9	32	27	23	1	B	.231	.025
	Over 50	8	28	27	21	4	C	.037	N.S.
41	Under 30	9	28	33	18	1	A	.047	N.S.
	31 to 50	5	33	33	20	1	B	.029	N.S.
	Over 50	7	27	35	18	1	C	.027	N.S.

\* For explanation of Response Categories see Table VII.

\*\*For explanation of Comparison Category see Table X.





TABLE XXIX

COMPARISON OF RESPONSES GIVEN BY ROMAN CATHOLIC AND  
PROTESTANT TEACHERS TO STAFF RELATIONSHIPS  
EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
31	R.C.	8	15	4	2	0		
	Prot.	63	139	20	12	1	.066	N.S.
32	R.C.	9	18	1	0	1		
	Prot.	111	103	10	3	8	.162	N.S.
33	R.C.	15	12	0	1	1		
	Prot.	103	121	9	0	2	.079	N.S.
34	R.C.	8	10	5	6	0		
	Prot.	66	92	51	20	6	.096	N.S.
35	R.C.	0	11	10	8	0		
	Prot.	7	64	88	71	5	.077	N.S.
36	R.C.	11	15	3	0	0		
	Prot.	92	124	15	3	1	.023	N.S.
37	R.C.	0	8	10	11	0		
	Prot.	5	43	91	91	5	.072	N.S.
38	R.C.	1	4	15	9	0		
	Prot.	3	52	83	89	8	.102	N.S.
39	R.C.	5	11	11	0	2		
	Prot.	26	114	58	16	21	.088	N.S.
40	R.C.	4	9	9	7	0		
	Prot.	29	85	65	50	6	.037	N.S.
1	R.C.	3	7	11	8	0		
	Prot.	18	80	87	47	3	.072	N.S.



TABLE XXX

COMPARISON OF RESPONSES GIVEN BY TEACHERS IN FOUR  
EXPERIENCE GROUPS TO STAFF RELATIONSHIPS  
EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses*					Com- par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
31	1 or 2	12	21	4	1	0	A	.013	N.S.
	3 to 10	30	57	9	3	0	B	.113	N.S.
	11 to 20	16	51	8	4	0	C	.101	N.S.
	Over 20	17	28	3	6	1	D	.100	N.S.
							E	.097	N.S.
							F	.107	N.S.
32	1 or 2	20	17	1	0	0	A	.173	N.S.
	3 to 10	35	53	5	1	5	B	.063	N.S.
	11 to 20	40	32	2	2	3	C	.046	N.S.
	Over 20	29	22	3	0	1	D	.153	N.S.
							E	.174	N.S.
							F	.045	N.S.
33	1 or 2	24	14	0	0	0	A	.207	N.S.
	3 to 10	42	51	2	1	3	B	.239	N.S.
	11 to 20	31	45	3	0	0	C	.195	N.S.
	Over 20	24	27	4	0	0	D	.040	N.S.
							E	.040	N.S.
							F	.044	N.S.
34	1 or 2	6	14	10	6	2	A	.186	N.S.
	3 to 10	34	35	21	7	2	B	.157	N.S.
	11 to 20	18	36	16	7	2	C	.183	N.S.
	Over 20	17	22	10	6	0	D	.116	N.S.
							E	.034	N.S.
							F	.081	N.S.
35	1 or 2	0	12	17	9	0	A	.076	N.S.
	3 to 10	4	30	34	29	2	B	.051	N.S.
	11 to 20	4	22	37	15	1	C	.327	.025
	Over 20	0	12	12	29	2	D	.111	N.S.
							E	.251	.025
							F	.361	.001
36	1 or 2	18	17	2	1	0	A	.029	N.S.
	3 to 10	44	50	3	1	1	B	.145	N.S.
	11 to 20	26	47	6	0	0	C	.165	N.S.
	Over 20	17	30	7	1	0	D	.115	N.S.
							E	.135	N.S.
							F	.070	N.S.



TABLE XXX (CONTINUED)

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
37	1 or 2	1	8	9	20	0	A	.075	N.S.
	3 to 10	2	14	37	43	3	B	.235	N.S.
	11 to 20	1	19	36	22	1	C	.163	N.S.
	Over 20	1	10	24	19	1	D	.174	N.S.
							E	.101	N.S.
							F	.072	N.S.
38	1 or 2	0	6	13	18	1	A	.116	N.S.
	3 to 10	1	24	36	35	3	B	.158	N.S.
	11 to 20	1	15	36	26	1	C	.078	N.S.
	Over 20	2	11	16	23	3	D	.050	N.S.
							E	.089	N.S.
							F	.131	N.S.
39	1 or 2	8	22	6	0	2	A	.254	.05
	3 to 10	7	46	30	4	12	B	.283	.025
	11 to 20	10	30	24	9	6	C	.135	N.S.
	Over 20	6	30	12	3	4	D	.056	N.S.
							E	.119	N.S.
							F	.148	N.S.
40	1 or 2	10	15	6	6	1	A	.162	N.S.
	3 to 10	10	43	26	19	1	B	.291	.025
	11 to 20	5	24	27	21	2	C	.185	N.S.
	Over 20	8	18	16	11	2	D	.168	N.S.
							E	.063	N.S.
							F	.106	N.S.
41	1 or 2	4	15	11	7	1	A	.136	N.S.
	3 to 10	8	28	40	22	1	B	.097	N.S.
	11 to 20	7	34	29	9	0	C	.245	N.S.
	Over 20	2	12	22	18	1	D	.155	N.S.
							E	.113	N.S.
							F	.264	.025

\* For explanation of Response Categories see Table VII.

\*\*For explanation of Comparison Category see Table XII.



TABLE XXXI

COMPARISON OF RESPONSES GIVEN BY TEACHERS AT THREE LEVELS  
OF TEACHER TRAINING TO STAFF RELATIONSHIPS EXPECTATIONS  
ITEMS

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
31	1 year	39	69	10	6	0	A	.044	N.S.
	2-3 yrs.	26	57	8	5	0	B	.106	N.S.
	4-6 yrs.	10	28	6	3	1	C	.073	N.S.
32	1 year	63	51	2	3	5	A	.060	N.S.
	2-3 yrs.	43	44	6	0	3	B	.154	N.S.
	4-6 yrs.	17	27	3	0	1	C	.094	N.S.
33	1 year	47	70	6	1	0	A	.152	N.S.
	2-3 yrs.	51	43	1	0	1	B	.100	N.S.
	4-6 yrs.	23	22	2	0	1	C	.052	N.S.
34	1 year	35	44	28	16	1	A	.064	N.S.
	2-3 yrs.	21	43	19	8	5	B	.113	N.S.
	4-6 yrs.	17	19	9	3	0	C	.135	N.S.
35	1 year	6	32	38	46	2	A	.075	N.S.
	2-3 yrs.	1	27	38	28	2	B	.179	N.S.
	4-6 yrs.	1	16	21	9	1	C	.104	N.S.
36	1 year	50	64	7	2	1	A	.018	N.S.
	2-3 yrs.	37	53	5	1	0	B	.049	N.S.
	4-6 yrs.	17	27	4	0	0	C	.031	N.S.
37	1 year	1	25	46	49	3	A	.022	N.S.
	2-3 yrs.	1	17	37	40	1	B	.086	N.S.
	4-6 yrs.	3	8	21	15	1	C	.094	N.S.
38	1 year	3	25	43	50	3	A	.070	N.S.
	2-3 yrs.	0	15	40	38	3	B	.087	N.S.
	4-6 yrs.	1	14	16	15	2	C	.156	N.S.
39	1 year	16	51	35	13	9	A	.126	N.S.
	2-3 yrs.	10	54	23	2	7	B	.094	N.S.
	4-6 yrs.	6	20	13	1	8	C	.125	N.S.
40	1 year	14	45	30	32	3	A	.084	N.S.
	2-3 yrs.	16	33	28	16	3	B	.136	N.S.
	4-6 yrs.	4	21	16	7	0	C	.083	N.S.
41	1 year	9	35	50	28	2	A	.062	N.S.
	2-3 yrs.	5	35	37	18	1	B	.166	N.S.
	4-6 yrs.	7	18	14	9	0	C	.104	N.S.

\* For explanation of Response Categories see Table VII.

\*\*For explanation of Comparison Category see Table XIII.





TABLE XXXII

COMPARISON OF RESPONSES GIVEN BY TEACHERS WITH TEACHER  
TRAINING BEFORE 1960 AND TEACHERS WITH TRAINING AFTER  
1960 TO STAFF RELATIONSHIPS EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
31	Before	34	68	10	7	0	.021	N.S.
	After	36	81	13	5	1		
32	Before	65	45	3	3	3	.142	N.S.
	After	55	70	7	0	4		
33	Before	47	62	8	1	1	.090	N.S.
	After	66	67	1	0	2		
34	Before	36	43	25	13	2	.067	N.S.
	After	32	58	30	14	2		
35	Before	6	31	34	46	2	.146	N.S.
	After	0	39	62	33	2		
36	Before	50	57	10	1	1	.067	N.S.
	After	48	80	7	1	0		
37	Before	1	22	50	42	4	.033	N.S.
	After	3	23	53	56	1		
38	Before	1	28	42	45	3	.067	N.S.
	After	1	23	53	54	5		
39	Before	16	47	40	10	6	.096	N.S.
	After	13	72	31	4	16		
40	Before	10	46	31	30	2	.070	N.S.
	After	20	51	38	24	3		
41	Before	9	38	47	23	2	.009	N.S.
	After	11	44	52	28	1		



TABLE XXXIII

COMPARISON OF RESPONSES GIVEN BY TEACHERS AT THREE  
GRADE LEVELS TO STAFF RELATIONS EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses*					Com- par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
	Grades								
31	1, 2, 3	33	54	5	4	0	A	.155	N.S.
	4, 5, 6	13	47	6	3	0	B	.117	N.S.
	7, 8, 9	27	48	12	7	1	C	.096	N.S.
32	1, 2, 3	51	38	2	3	2	A	.082	N.S.
	4, 5, 6	31	35	2	0	1	B	.131	N.S.
	7, 8, 9	38	46	5	0	6	C	.072	N.S.
33	1, 2, 3	38	54	2	0	2	A	.068	N.S.
	4, 5, 6	32	32	3	1	1	B	.099	N.S.
	7, 8, 9	47	45	3	0	0	C	.041	N.S.
34	1, 2, 3	32	35	16	11	2	A	.023	N.S.
	4, 5, 6	24	24	13	5	3	B	.154	N.S.
	7, 8, 9	17	43	26	8	1	C	.169	N.S.
35	1, 2, 3	5	30	32	29	0	A	.089	N.S.
	4, 5, 6	1	18	27	21	2	B	.091	N.S.
	7, 8, 9	2	24	38	29	2	C	.008	N.S.
36	1, 2, 3	38	51	7	0	0	A	.063	N.S.
	4, 5, 6	23	40	5	1	0	B	.032	N.S.
	7, 8, 9	36	50	6	2	1	C	.046	N.S.
37	1, 2, 3	0	18	42	36	0	A	.102	N.S.
	4, 5, 6	2	18	25	21	3	B	.099	N.S.
	7, 8, 9	2	13	35	43	2	C	.132	N.S.
38	1, 2, 3	1	21	34	40	0	A	.058	N.S.
	4, 5, 6	1	11	29	24	4	B	.032	N.S.
	7, 8, 9	2	21	34	35	3	C	.068	N.S.
39	1, 2, 3	12	42	28	9	5	A	.133	N.S.
	4, 5, 6	8	40	14	3	4	B	.085	N.S.
	7, 8, 9	12	41	25	4	13	C	.138	N.S.
40	1, 2, 3	12	34	23	26	1	A	.078	N.S.
	4, 5, 6	7	29	19	12	2	B	.081	N.S.
	7, 8, 9	14	31	31	17	2	C	.048	N.S.
41	1, 2, 3	10	33	34	19	0	A	.057	N.S.
	4, 5, 6	4	23	25	15	2	B	.101	N.S.
	7, 8, 9	4	29	40	21	1	C	.044	N.S.

\* For explanation of Response Categories see Table VII.

\*\*For explanation of Comparison Category see Table XV.



## A P P E N D I X      I

STATISTICAL TREATMENT OF DATA FOR COMPARISON OF  
RESPONSES GIVEN BY PRINCIPALS, SUPERINTENDENTS  
AND TEACHERS TO COMMUNITY AND PROFESSIONAL  
EXPECTATIONS ITEMS



TABLE XXXIV

COMPARISON OF RESPONSES GIVEN BY PRINCIPALS,  
SUPERINTENDENTS, AND TEACHERS, TO COMMUNITY  
AND PROFESSIONAL EXPECTATION ITEMS

Item No.	Position Group	Responses*					Com- par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
42	Prin.	0	13	11	10	2	P-S	.239	N.S.
	Supt.	0	12	5	3	0	P-T	.035	N.S.
	Teacher	8	86	101	74	9	S-T	.262	N.S.
43	Prin.	2	7	22	4	1	P-S	.261	N.S.
	Supt.	0	4	8	5	3	P-T	.199	N.S.
	Teacher	2	27	155	77	17	S-T	.096	N.S.
44	Prin.	12	23	0	1	0	P-S	.217	N.S.
	Supt.	11	9	0	0	0	P-T	.254	.025
	Teacher	22	198	38	6	14	S-T	.471	.001
45	Prin.	18	17	0	0	1	P-S	.200	N.S.
	Supt.	14	6	0	0	0	P-T	.248	.05
	Teacher	70	178	17	7	6	S-T	.448	.001
46	Prin.	15	21	0	0	0	P-S	.333	N.S.
	Supt.	15	5	0	0	0	P-T	.129	N.S.
	Teacher	80	188	8	0	2	S-T	.462	.001
47	Prin.	27	9	0	0	0	P-S	.100	N.S.
	Supt.	17	3	0	0	0	P-T	.045	N.S.
	Teacher	196	80	0	1	1	S-T	.145	N.S.
48	Prin.	5	17	11	1	2	P-S	.144	N.S.
	Supt.	1	9	6	0	4	P-T	.071	N.S.
	Teacher	19	133	87	17	22	S-T	.121	N.S.
49	Prin.	3	28	4	0	1	P-S	.089	N.S.
	Supt.	1	18	1	0	0	P-T	.271	.01
	Teacher	8	156	55	11	48	S-T	.360	.025
50	Prin.	19	16	0	0	1	P-S	.172	N.S.
	Supt.	14	5	0	0	1	P-T	.236	.05
	Teacher	81	160	21	5	11	S-T	.409	.005
51	Prin.	32	4	0	0	0	P-S	.011	N.S.
	Supt.	18	2	0	0	0	P-T	.062	N.S.
	Teacher	230	47	0	1	0	S-T	.073	N.S.





TABLE XXXIV (CONTINUED)

Item No.	Position Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
52	Prin.	6	15	8	7	0	P-S	.100	N.S.
	Supt.	5	8	5	0	2	P-T	.079	N.S.
	Teacher	27	118	101	19	13	S-T	.153	N.S.
53	Prin.	5	8	16	6	1	P-S	.256	N.S.
	Supt.	2	1	8	7	2	P-T	.099	N.S.
	Teacher	28	100	96	33	21	S-T	.310	.05
54	Prin.	9	22	2	2	1	P-S	.150	N.S.
	Supt.	2	13	3	1	1	P-T	.174	N.S.
	Teacher	79	112	46	25	16	S-T	.184	N.S.

\* For explanation of Response Categories see Table VII.

\*\*For explanation of Comparison Category see Table VII.



A P P E N D I X      J

STATISTICAL TREATMENT OF DATA FOR COMPARISON  
OF RESPONSES GIVEN BY TEACHER SUB-GROUPS  
TO COMMUNITY AND PROFESSIONAL  
EXPECTATIONS ITEMS



TABLE XXXV

COMPARISON OF THE RESPONSES GIVEN BY MALE AND  
FEMALE TEACHERS TO COMMUNITY AND PROFESSIONAL  
EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses					Dmax	Sign.
		DR	PS	PSN	DSN	NR		
42	Male	1	15	23	15	3	.076	N.S.
	Female	7	69	77	54	6		
43	Male	0	3	35	13	6	.065	N.S.
	Female	2	23	117	60	11		
44	Male	7	39	7	1	3	.052	N.S.
	Female	15	154	31	4	9		
45	Male	19	36	1	0	1	.103	N.S.
	Female	49	137	15	7	5		
46	Male	14	38	5	0	0	.074	N.S.
	Female	63	147	3	0	0		
47	Male	36	20	0	0	1	.101	N.S.
	Female	156	56	0	1	0		
48	Male	2	25	21	3	6	.094	N.S.
	Female	16	105	66	10	16		
49	Male	2	36	6	2	11	.085	N.S.
	Female	6	118	46	7	36		
50	Male	14	33	5	0	5	.069	N.S.
	Female	67	121	15	4	6		
51	Male	45	12	0	0	0	.056	N.S.
	Female	180	32	0	1	0		
	Male	6	27	20	1	3	.063	N.S.
	Female	20	90	79	15	9		
53	Male	7	19	22	5	4	.049	N.S.
	Female	19	79	71	27	17		
54	Male	9	25	11	6	6	.161	N.S.
	Female	68	84	33	18	10		



TABLE XXXVI

COMPARISON OF RESPONSES GIVEN BY SINGLE AND MARRIED  
TEACHERS TO COMMUNITY AND PROFESSIONAL  
EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
42	Single	1	16	19	12	1	.042	N.S.
	Married	7	62	73	56	7		
43	Single	0	5	28	11	5	.048	N.S.
	Married	1	21	115	57	11		
44	Single	5	36	4	0	4	.046	N.S.
	Married	16	146	30	5	8		
45	Single	12	33	3	0	1	.035	N.S.
	Married	55	126	13	7	4		
46	Single	15	31	3	0	0	.037	N.S.
	Married	58	142	5	0	0		
47	Single	36	13	0	0	0	.042	N.S.
	Married	142	61	0	1	1		
48	Single	4	24	15	1	5	.024	N.S.
	Married	14	99	64	12	16		
49	Single	1	28	8	2	10	.040	N.S.
	Married	7	116	40	8	34		
50	Single	11	27	6	0	5	.122	N.S.
	Married	68	116	11	4	6		
51	Single	40	9	0	0	0	.018	N.S.
	Married	171	33	0	1	0		
52	Single	3	22	20	1	3	.051	N.S.
	Married	23	84	75	15	8		
53	Single	5	26	12	3	3	.218	.05
	Married	21	64	75	29	16		
54	Single	9	21	12	4	3	.129	N.S.
	Married	64	79	30	20	12		





TABLE XXXVII

COMPARISON OF RESPONSES GIVEN BY TEACHERS IN THREE AGE GROUPS TO COMMUNITY AND PROFESSIONAL EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
42	Under 30	4	33	33	17	2	A	.102	N.S.
	31 to 50	2	34	27	26	3	B	.200	.05
	Over 50	2	17	40	26	3	C	.175	N.S.
43	Under 30	0	9	55	17	8	A	.045	N.S.
	31 to 50	1	11	50	25	5	B	.094	N.S.
	Over 50	1	6	48	29	4	C	.051	N.S.
44	Under 30	5	70	10	0	4	A	.049	N.S.
	31 to 50	7	66	12	3	4	B	.093	N.S.
	Over 50	10	56	16	2	4	C	.043	N.S.
45	Under 30	26	55	4	2	2	A	.025	N.S.
	31 to 50	28	58	3	1	2	B	.133	N.S.
	Over 50	14	60	9	3	2	C	.145	N.S.
46	Under 30	28	55	6	0	0	A	.057	N.S.
	31 to 50	26	65	1	0	0	B	.056	N.S.
	Over 50	23	64	1	0	0	C	.021	N.S.
47	Under 30	64	25	0	0	0	A	.034	N.S.
	31 to 50	63	27	0	1	1	B	.020	N.S.
	Over 50	65	23	0	0	0	C	.054	N.S.
48	Under 30	9	47	25	1	7	A	.118	N.S.
	31 to 50	5	42	28	6	11	B	.118	N.S.
	Over 50	4	41	33	6	4	C	.074	N.S.
49	Under 30	1	52	21	1	14	A	.081	N.S.
	31 to 50	4	55	10	6	17	B	.036	N.S.
	Over 50	3	47	20	3	15	C	.073	N.S.
50	Under 30	22	53	7	2	5	A	.166	N.S.
	31 to 50	38	47	2	1	4	B	.045	N.S.
	Over 50	20	54	11	1	2	C	.186	N.S.
51	Under 30	76	13	0	0	0	A	.005	N.S.
	31 to 50	79	13	0	0	0	B	.070	N.S.
	Over 50	69	18	0	1	0	C	.075	N.S.



TABLE XXXVII (CONTINUED)

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
52	Under 30	11	43	26	4	5	A	.096	N.S.
	31 to 50	11	36	35	8	2	B	.129	N.S.
	Over 50	5	37	38	3	5	C	.063	N.S.
53	Under 30	13	41	27	4	4	A	.183	N.S.
	31 to 50	10	29	38	8	7	B	.254	.01
	Over 50	4	27	28	19	10	C	.167	N.S.
54	Under 30	21	37	18	8	5	A	.123	N.S.
	31 to 50	33	33	8	10	8	B	.044	N.S.
	Over 50	22	39	18	6	3	C	.109	N.S.

\* For explanation of Response Categories see Table VII.

\*\*For explanation of Comparison Category see Table X.



TABLE XXXVIII

COMPARISON OF RESPONSES GIVEN BY ROMAN CATHOLIC AND  
PROTESTANT TEACHERS TO COMMUNITY AND PROFESSIONAL  
EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
42	R.C. Prot..	1 7	13 68	11 87	3 65	1 8	.173	N.S.
43	R.C. Prot.	0 2	3 23	19 128	6 66	1 16	.108	N.S.
44	R.C. Prot..	3 19	21 168	3 33	1 4	1 11	.032	N.S.
45	R.C. Prot.	10 56	19 151	0 16	0 6	0 6	.119	N.S.
46	R.C. Prot.	11 65	17 163	1 7	0 0	0 0	.103	N.S.
47	R.C. Prot..	20 169	9 64	0 0	0 1	0 1	.029	N.S.
48	R.C. Prot.	2 15	15 113	7 77	1 12	4 18	.061	N.S.
49	R.C. Prot.	1 7	19 132	3 48	1 6	5 42	.098	N.S.
50	R.C. Prot.	10 70	19 132	0 19	0 3	0 11	.140	N.S.
51	R.C. Prot.	18 201	10 34	0 0	1 0	0 0	.235	N.S.
52	R.C. Prot.	5 19	14 98	8 92	2 14	0 12	.157	N.S.
53	R.C. Prot.	3 22	9 85	11 81	5 27	1 20	.051	N.S.
54	R.C. Prot.	6 68	12 96	7 36	2 21	2 14	.082	N.S.



TABLE XXXIX

COMPARISON OF RESPONSES GIVEN BY TEACHERS IN FOUR  
EXPERIENCE GROUPS TO COMMUNITY AND PROFESSIONAL  
EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses*					Com- par. **	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
42	1 or 2	1	17	13	6	1	A	.089	N.S.
	3 to 10	4	36	32	24	3	B	.132	N.S.
	11 to 20	3	24	28	21	3	C	.346	.01
	Over 20	0	7	27	19	2	D	.062	N.S.
							E	.277	.005
							F	.214	N.S.
43	1 or 2	0	6	22	7	3	A	.090	N.S.
	3 to 10	0	9	55	25	10	B	.057	N.S.
	11 to 20	1	7	46	23	2	C	.100	N.S.
	Over 20	1	4	30	18	2	D	.076	N.S.
							E	.065	N.S.
							F	.047	N.S.
44	1 or 2	4	27	4	0	3	A	.049	N.S.
	3 to 10	6	76	13	1	3	B	.042	N.S.
	11 to 20	5	59	10	2	3	C	.089	N.S.
	Over 20	7	33	10	2	3	D	.023	N.S.
							E	.101	N.S.
							F	.083	N.S.
45	1 or 2	10	23	3	1	1	A	.071	N.S.
	3 to 10	31	62	2	2	2	B	.073	N.S.
	11 to 20	15	55	6	1	2	C	.045	N.S.
	Over 20	12	35	5	2	1	D	.123	N.S.
							E	.095	N.S.
							F	.032	N.S.
46	1 or 2	11	24	3	0	0	A	.049	N.S.
	3 to 10	31	65	3	0	0	B	.066	N.S.
	11 to 20	18	60	1	0	0	C	.061	N.S.
	Over 20	18	36	1	0	0	D	.085	N.S.
							E	.014	N.S.
							F	.099	N.S.
47	1 or 2	32	6	0	0	0	A	.175	N.S.
	3 to 10	66	32	0	1	0	B	.197	N.S.
	11 to 20	51	27	0	0	1	C	.060	N.S.
	Over 20	43	12	0	0	0	D	.021	N.S.
							E	.115	N.S.
							F	.136	N.S.





TABLE XXXIX (CONTINUED)

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
48	1 or 2	5	20	10	1	2	A	.153	N.S.
	3 to 10	6	44	32	5	12	B	.063	N.S.
	11 to 20	7	40	23	5	4	C	.167	N.S.
	Over 20	0	27	22	2	4	D	.090	N.S.
							E	.063	N.S.
							F	.104	N.S.
49	1 or 2	0	23	11	0	4	A	.117	N.S.
	3 to 10	2	56	19	2	20	B	.123	N.S.
	11 to 20	3	48	10	5	13	C	.113	N.S.
	Over 20	3	27	13	2	10	D	.060	N.S.
							E	.040	N.S.
							F	.100	N.S.
50	1 or 2	11	20	4	1	2	A	.083	N.S.
	3 to 10	33	56	5	0	5	B	.083	N.S.
	11 to 20	24	47	4	1	3	C	.053	N.S.
	Over 20	13	33	7	1	1	D	.030	N.S.
							E	.097	N.S.
							F	.067	N.S.
51	1 or 2	34	4	0	0	0	A	.056	N.S.
	3 to 10	83	15	0	1	0	B	.097	N.S.
	11 to 20	63	16	0	0	0	C	.077	N.S.
	Over 20	45	10	0	0	0	D	.041	N.S.
							E	.020	N.S.
							F	.021	N.S.
52	1 or 2	6	18	11	2	1	A	.106	N.S.
	3 to 10	9	43	37	5	5	B	.151	N.S.
	11 to 20	7	31	33	6	2	C	.104	N.S.
	Over 20	4	25	19	3	4	D	.044	N.S.
							E	.026	N.S.
							F	.047	N.S.
53	1 or 2	6	21	7	3	1	A	.236	N.S.
	3 to 10	13	34	44	3	5	B	.305	.025
	11 to 20	4	28	24	13	10	C	.365	.005
	Over 20	3	16	18	13	5	D	.210	.05
							E	.246	.025
							F	.060	N.S.



TABLE XXXIX (CONTINUED)

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
54	1 or 2	9	14	11	3	1	A	.087	N.S.
	3 to 10	28	40	12	11	8	B	.104	N.S.
	11 to 20	26	30	11	7	5	C	.140	N.S.
	Over 20	15	26	10	2	2	D	.046	N.S.
							E	.119	N.S.
							F	.079	N.S.

\* For explanation of Response Categories see Table VII.

\*\*For explanation of Compariosn Category see Table XII.



TABLE XL

COMPARISON OF RESPONSES GIVEN BY TEACHERS AT THREE  
LEVELS OF TEACHER TRAINING TO COMMUNITY AND  
PROFESSIONAL EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses					Com- par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
42	1 year	5	38	45	30	6	A	.038	N.S.
	2-3 yrs.	3	27	38	27	1	B	.040	N.S.
	4-6 yrs.	0	17	16	13	2	C	.042	N.S.
43	1 year	1	11	67	39	6	A	.040	N.S.
	2-3 yrs.	1	7	57	25	6	B	.071	N.S.
	4-6 yrs.	0	8	26	9	5	C	.083	N.S.
44	1 year	8	87	19	5	5	A	.060	N.S.
	2-3 yrs.	7	72	15	0	2	B	.081	N.S.
	4-6 yrs.	7	33	3	0	5	C	.083	N.S.
45	1 year	26	84	8	3	3	A	.061	N.S.
	2-3 yrs.	26	59	7	3	1	B	.124	N.S.
	4-6 yrs.	16	29	0	1	2	C	.063	N.S.
46	1 year	32	89	3	0	0	A	.007	N.S.
	2-3 yrs.	25	68	3	0	0	B	.179	N.S.
	4-6 yrs.	21	25	2	0	0	C	.177	N.S.
47	1 year	88	36	0	0	0	A	.030	N.S.
	2-3 yrs.	71	25	0	0	0	B	.064	N.S.
	4-6 yrs.	31	15	0	1	1	C	.094	N.S.
48	1 year	10	66	36	6	6	A	.102	N.S.
	2-3 yrs.	5	44	34	4	9	B	.113	N.S.
	4-6 yrs.	4	20	14	3	7	C	.073	N.S.
49	1 year	2	68	30	6	18	A	.060	N.S.
	2-3 yrs.	2	58	18	2	16	B	.126	N.S.
	4-6 yrs.	4	25	4	2	13	C	.125	N.S.
50	1 year	37	76	6	1	4	A	.078	N.S.
	2-3 yrs.	31	49	10	2	4	B	.057	N.S.
	4-6 yrs.	12	29	3	1	3	C	.073	N.S.
51	1 year	107	16	0	1	0	A	.071	N.S.
	2-3 yrs.	76	20	0	0	0	B	.030	N.S.
	4-6 yrs.	40	8	0	0	0	C	.042	N.S.



TABLE XL (CONTINUED)

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
52	1 year	10	59	44	8	3	A	.077	N.S.
	2-3 yrs.	13	33	39	6	5	B	.059	N.S.
	4-6 yrs.	4	24	14	2	4	C	.104	N.S.
53	1 year	9	35	53	20	7	A	.208	.025
	2-3 yrs.	14	40	26	7	9	B	.187	N.S.
	4-6 yrs.	4	22	13	4	5	C	.062	N.S.
54	1 year	44	45	19	11	5	A	.147	N.S.
	2-3 yrs.	20	41	20	10	5	B	.085	N.S.
	4-6 yrs.	14	20	5	3	6	C	.083	N.S.

\* For explanation of Response Categories see Table VII.

\*\*For explanation of Comparison Category see Table XIII.





TABLE XLI

COMPARISON OF RESPONSES GIVEN BY TEACHERS WITH TEACHER  
TRAINING BEFORE 1960 AND TEACHERS WITH TRAINING AFTER  
1960 TO COMMUNITY AND PROFESSIONAL EXPECTATIONS  
ITEMS

Item No.	Sub-Group	Responses					Dmax	Sign.
		DS	PS	PSN	DSN	NR		
42	Before	3	36	46	30	4	.011	N.S.
	After	4	42	50	36	4		
43	Before	1	11	64	39	4	.060	N.S.
	After	1	10	84	29	12		
44	Before	9	84	16	5	5	.033	N.S.
	After	12	97	20	0	7		
45	Before	25	80	9	2	3	.040	N.S.
	After	34	88	7	4	3		
46	Before	30	87	2	0	0	.027	N.S.
	After	38	92	6	0	0		
47	Before	87	31	0	1	0	.055	N.S.
	After	92	43	0	0	1		
48	Before	10	59	34	9	7	.037	N.S.
	After	8	67	45	3	13		
49	Before	4	66	26	6	17	.041	N.S.
	After	4	81	23	3	25		
50	Before	40	68	7	1	3	.077	N.S.
	After	37	76	12	3	8		
51	Before	101	17	0	1	0	.033	N.S.
	After	111	25	0	0	0		
52	Before	12	48	48	8	3	.069	N.S.
	After	14	64	44	7	7		
53	Before	7	38	46	22	6	.188	.025
	After	19	58	41	7	11		
54	Before	41	40	20	12	6	.124	N.S.
	After	30	63	22	12	9		



TABLE XLII

COMPARISON OF RESPONSES GIVEN BY TEACHERS AT THREE  
GRADE LEVELS TO COMMUNITY AND PROFESSIONAL  
EXPECTATIONS ITEMS

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
	Grades								
42	1, 2, 3	4	29	40	22	1	A	.079	N.S.
	4, 5, 6	2	19	26	19	3	B	.097	N.S.
	7, 8, 9	2	34	27	28	4	C	.075	N.S.
43	1, 2, 3	1	6	59	28	2	A	.079	N.S.
	4, 5, 6	1	7	34	23	4	B	.063	N.S.
	7, 8, 9	0	12	54	21	8	C	.086	N.S.
44	1, 2, 3	4	72	15	3	2	A	.052	N.S.
	4, 5, 6	5	48	10	1	5	B	.064	N.S.
	7, 8, 9	10	67	13	1	4	C	.042	N.S.
45	1, 2, 3	16	71	6	3	0	A	.094	N.S.
	4, 5, 6	18	42	5	1	3	B	.149	N.S.
	7, 8, 9	30	56	3	3	3	C	.055	N.S.
46	1, 2, 3	22	73	1	0	0	A	.119	N.S.
	4, 5, 6	24	45	0	0	0	B	.066	N.S.
	7, 8, 9	28	61	6	0	0	C	.063	N.S.
47	1, 2, 3	65	31	0	0	0	A	.135	N.S.
	4, 5, 6	56	12	0	0	0	B	.024	N.S.
	7, 8, 9	62	31	0	1	1	C	.159	N.S.
48	1, 2, 3	6	47	35	6	2	A	.129	N.S.
	4, 5, 6	6	41	16	1	5	B	.116	N.S.
	7, 8, 9	7	38	32	5	13	C	.207	.05
49	1, 2, 3	2	53	32	4	5	A	.165	N.S.
	4, 5, 6	0	41	11	2	15	B	.201	.05
	7, 8, 9	5	53	10	3	24	C	.053	N.S.
50	1, 2, 3	34	54	6	2	0	A	.093	N.S.
	4, 5, 6	18	42	5	0	4	B	.096	N.S.
	7, 8, 9	27	51	9	2	6	C	.049	N.S.
51	1, 2, 3	81	15	0	0	0	A	.014	N.S.
	4, 5, 6	58	10	0	1	0	B	.012	N.S.
	7, 8, 9	79	16	0	0	0	C	.014	N.S.



TABLE XLII (CONTINUED)

Item No.	Sub-Group	Responses*					Com-par.**	Dmax	Sign.
		DS	PS	PSN	DSN	NR			
52	1, 2, 3	10	43	35	6	2	A	.037	N.S.
	4, 5, 6	9	27	26	3	4	B	.043	N.S.
	7, 8, 9	6	44	33	7	5	C	.067	N.S.
53	1, 2, 3	8	34	35	15	4	A	.099	N.S.
	4, 5, 6	8	29	19	7	6	B	.064	N.S.
	7, 8, 9	9	33	34	9	10	C	.094	N.S.
54	1, 2, 3	34	38	16	6	2	A	.098	N.S.
	4, 5, 6	19	26	14	6	4	B	.127	N.S.
	7, 8, 9	22	41	12	12	8	C	.066	N.S.

\* For explanation of Response Categories see Table VII.

\*\*For explanation of Comparison Category see Table XV.





















**B29962**